

**THE NATIVE SPEAKER PROGRAMME:  
A QUALITATIVE STUDY ON NOVICE ESL TEACHERS'  
KNOWLEDGE, IDENTITY AND PRACTICE**

**FATIHA BINTI SENOM**

**FACULTY OF EDUCATION  
UNIVERSITY OF MALAYA  
KUALA LUMPUR**

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**THE NATIVE SPEAKER PROGRAMME: A QUALITATIVE STUDY ON  
NOVICE ESL TEACHERS' KNOWLEDGE, IDENTITY AND PRACTICE**

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## ABSTRACT

Drawing on a recent construct by Kiely and Askham (2012), *Furnished Imagination*, this study explores the influences of a newly implemented mentoring programme, the “Native Speaker Programme” on four novice ESL teachers’ learning experience in their first year of teaching. The purpose of this study was to provide a comprehensive understanding on novice teacher learning through the examination of the influences of the programme on the novice teachers’ professional knowledge, professional practice, and professional identity. Employing a multiple case study, the data collection techniques of this qualitative study included in-depth interview, observations, and document analysis. The data were analysed manually to get the feel of the data and described in order to explore the influences of the “Native Speaker Programme” on the novice teachers’ learning experience, particularly on their professional knowledge, practice and identity. The study found that the programme contributed to novice ESL teachers’ professional knowledge by bridging the gap between their pre-service training and real classroom, expanding their knowledge-base, and providing effective conditions of mentoring. The data implied that positive qualities of mentors, constructive roles of mentors, and effective mentoring strategies as important conditions for effective mentoring. Additionally, the study discovered that the programme influenced novice ESL teachers’ professional practice particularly on their classroom management, ways of motivating students, teaching methodology, selection of teaching materials, and engagement in reflective practice. Furthermore, the study suggested that the programme changed novice ESL teachers’ professional identity by inculcating them with positive values, empowering their self-confidence, promoting positive perception on teaching profession, and inspiring them to embrace their identity as nonnative ESL teachers. Moreover, the findings of the study indicated an inextricable interrelationship between novice ESL teachers’ professional knowledge, practice, and

identity. This study concluded that teachers' professional knowledge, practice, and identity are mutually forming, informing, reforming, and transforming. Based on the findings, the study discussed the implication of the study to the body of knowledge, Second Language Teacher Education (SLTE) pedagogy and practice, and future research. The study also holds a significant theoretical implication for second language teacher learning as it contributes to the establishment of Kiely and Askham's (2012) construct of *Furnished Imagination* as an effective and constructive conceptual framework that allows for in-depth insight in understanding novice teacher learning in an early training context.

## ABSTRAK

Berdasarkan konstruk terkini oleh Kiely dan Askham (2012), *Furnished Imagination*, kajian ini meneroka kesan-kesan pelaksanaan program pementoran baharu iaitu “Program Penutur Jati” ke atas pengalaman pembelajaran empat guru ESL (Bahasa Inggeris sebagai Bahasa Kedua) baharu dalam tahun-tahun awal mereka mengajar. Tujuan kajian ini adalah untuk memberi kefahaman yang komprehensif terhadap pembelajaran guru-guru baharu dalam program tersebut melalui penelitian kesan-kesan program tersebut ke atas pembinaan pengetahuan professional, amalan professional, dan pembangunan identiti professional mereka. Dengan menggunakan pendekatan kajian pelbagai kes, teknik pengumpulan data kajian ini termasuklah termubual mendalam, pemerhatian, dan analisis dokumen. Data kajian yang diperoleh dianalisis secara manual dan diterangkan untuk meneroka kesan-kesan “Program Penutur Jati” ke atas pengalaman belajar guru-guru ESL baharu tersebut terutamanya, ke atas pembinaan pengetahuan professional, amalan professional, dan pembangunan identiti professional mereka. Kajian ini mendapati program tersebut menyumbang kepada pengetahuan professional guru-guru ESL baharu tersebut dengan membina jalinan antara pendidikan guru pelatih dengan pengalaman mengajar sebenar, mengembangkan asas pengetahuan mereka, dan menyediakan persekitaran pementoran yang efektif. Dapatan kajian mencadangkan bahawa kualiti mentor yang positif, peranan mentor yang membina, dan strategi pementoran yang berkesan membantu dalam menyediakan persekitaran pementoran yang efektif. Kajian ini juga menunjukkan bahawa program tersebut mempengaruhi amalan professional guru-guru ESL baharu tersebut terutama dalam pengurusan bilik darjah, kaedah memotivasikan murid-murid, metodologi pengajaran, pemilihan bahan mengajar, dan penglibatan dalam amalan reflektif. Kajian ini turut mendapati bahawa program tersebut merubah identiti professional guru-guru ESL baharu tersebut melalui penerapan nilai-nilai positif,

pemeriksaan keyakinan diri, penanaman persepsi positif terhadap profession perguruan, dan penggalakan penerimaan identiti sebagai guru ESL bukan penutur jati dikalangan mereka. Di samping itu, dapatan kajian menunjukkan terdapat saling hubungankait yang tidak dapat diceraikan di antara pengetahuan, amalan dan identiti professional guru-guru ESL baharu tersebut. Kajian ini membuat kesimpulan bahawa pengetahuan, amalan, dan identiti professional guru adalah saling membentuk, memaklumkan, menambahbaik, dan mentransformasikan. Kajian ini turut membincangkan implikasi terhadap pembinaan ilmu, amalan dan pedagogi Pendidikan Guru Bahasa Kedua, serta terhadap kajian pada masa depan. Kajian ini turut memberikan implikasi teori yang signifikan terhadap Pendidikan Guru Bahasa Kedua kerana ia menyumbang kepada pengukuhan konstruk *Furnished Imagination* oleh Kiely and Askham (2012) sebagai kerangka konseptual yang berkesan dalam pemerolehan kefahaman yang mendalam terhadap pembelajaran guru baharu dalam konteks latihan awal.

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## **CHAPTER 1: INTRODUCTION**

### **1.1 Background**

Research has shown that quality professional development is able to transform teachers' practices and positively influence students' learning (Borko, 2004; Darling-Hammond, 2000). In the context of English as a Second Language (ESL) teacher professional development, due to an increasing demand for ESL education in developing countries, there is a growing need for more effective approaches to enhance the professionalism of ESL teachers. The understanding of how teachers learn is crucial as this knowledge is prerequisite for any teacher professional development programme to be effective. However, there is a need for more research that explores the complexities of teachers' learning in the professional development contexts (Borko, 2004).

In enhancing the professionalism of English language teachers in Malaysia, the Ministry of Education introduced and implemented the Native Speaker Programme in early 2011, as one of the strategies in the implementation of the new policy – the Upholding the Malay Language and Strengthening the English Language policy. The Native Speaker Programme aimed to enhance the capacity of non-native local English teachers by positioning Native English Speaking (NES) mentors to guide English Language teachers in selected primary schools and in specific Teacher Training Institutes to train English Language lecturers.

In the mentoring programme at primary school level, participating ESL teachers received 75 hours of professional input through individual mentoring at least once a fortnight, in situ mentoring and training, as well as cluster and zone level training which was known as Teacher Professional Development (TPD) workshops. The TPD

workshops were usually conducted by the NES mentors at the district education offices where all the participating teachers in the district gathered to attend this lecture-based session. In the workshops, participating ESL teachers collaborated among themselves to develop lesson plans and teaching resources. In addition, the mentors visited the participating teachers twice a week in their schools to observe their classroom teaching and learning activities. During the visits, the mentors provided participating teachers with suggestions to improve the quality of teaching through their feedback, co-teaching, and demonstration. Three vendors were appointed by the Ministry of Education to recruit the NES mentors for 1800 selected schools all over Malaysia. The vendors were: Specialist Management Resource Human Resource Group (SMR HR Group, for primary schools in Perlis, Kedah, Pulau Pinang, Selangor, Kuala Lumpur and Putrajaya), Brighton Education Group (for primary schools in Kelantan, Terengganu, Pahang, Melaka, Johor and Negeri Sembilan), and British Council Malaysia (for primary schools in Sabah, Sarawak and Labuan).

The programme was implemented for three years, from 2011 to 2013. The Ministry of Education had set four Key Performance Indicators (KPIs) for an ESL teacher who participated in the Native Speaker Programme. The four indicators were:

1. “Each teacher in the programme shall receive 75 hours of professional input through individual mentoring at least once a fortnight, in situ mentoring and training, cluster training and zone level training.
2. Improvement in classroom teaching and learning based on two classroom observations in a year, using an observation schedule developed jointly by the vendors and the Ministry. The observation shall focus on the following aspects; effective use of teaching-learning resources, level and quality of pupil engagement in a lesson and teacher’s assessment and evaluation technique.

3. Improvement in the English language proficiency of the participating teachers based on an assessment instrument jointly developed and agreed upon by all the vendors.
4. Development of a reasonable amount of quality and suitable resources in print or electronic form that can be used appropriately inside or outside the classroom.”

(Ministry of Education, 2011)

## **1.2 Statement of the Problem**

Among the many measures taken by the Malaysian Ministry of Education to improve English language proficiency is the implementation of Upholding the Malay Language and Strengthening the English Language policy, which serves to replace and reverse the Teaching and Learning of Science and Mathematics in English Policy. In accordance to the newly implemented policy, the Ministry of Education aims to improve the proficiency of English language by reforming the existing curriculum and providing sufficient competent teachers as well as quality teaching resources (Ministry of Education, 2010). In ensuring quality teachers, various measures are taken by the Ministry of Education. These include the employment of only English-optional teachers to teach English in schools, the increment of English language teachers' intake, the recruitment of 600 retired English teachers to teach in schools, the provision of more courses for English teachers, and the introduction of a professional development programme, the Native Speaker Programme.

The Native Speaker Programme is a mentoring programme that aims at enhancing the professionalism of English Language lecturers in specific Teacher Training Institutes and English Language teachers in selected primary schools. Under this programme, 376 NES mentors were recruited to train local non-native English

lecturers and teachers at the Teacher Training Institutes and schools. In the mentoring programme at primary school level, the mentors assisted the local ESL teachers to improve their quality of teaching through activities such as Teacher Professional Development (TPD) courses, observation of teachers' classroom teaching and learning activities, interaction and discussion, collaboration with colleagues as well as co-teaching.

Although the Native Speaker Programme aims generally at enhancing the capacity of English Language Lecturers in specific Teacher Training Institutes and English Language teachers in selected primary schools, it is valuable to only focus on the influence of this programme on the learning experience of participating ESL primary school teachers, particularly, on the novice teachers. This is because, despite the intricate transition from teacher preparation programme to life in a real classroom experienced by the novice teachers, this concern is not fully addressed in schools in Malaysia as novice teachers are entrusted with similar responsibility as teachers with many years of service. Novice teachers in Malaysia are not provided with adequate support due to the absence of specific new teacher induction programmes to prepare them for the transition (Mohd Sofi Ali, 2002). Still, they assume the complete duties of experienced teacher including the role as the head of the subject panel. Furthermore, they only learn about their responsibilities as teachers intuitively through conversation with colleagues and working with other teachers besides constructing their teaching competency merely through their initial pre-service education, an informal apprenticeship, and relying on their experience as learners by emulating their former teachers as role models (Mohd Sofi Ali, 2008).

Although literature on novice teachers has been well documented in general education, research in the area of second language teaching are scarce (Borg, 2010; Farrell, 2008; Richards & Pennington, 1998). Additionally, Mann & Tang (2012, p.

472) argued that most of the studies discuss novice teachers' experience in their first year of teaching 'in one snapshot' hence, little attention is given to their professional development and transformation during their first year of teaching. Therefore, it is valuable to explore the novice ESL teachers' learning experience that take place while participating in the Native Speaker Programme as it would provide a better understanding of what the novice teachers learn from the programme, how this learning is initiated in the Native Speaker Programme, and also how this learning influences their classrooms practices. This understanding also is relevant as a structure that informs future professional development programmes for beginning teachers.

Mentoring is the core essence of the Native Speaker Programme. It offers a bridge between teacher preparation and the remainder of an educator's career and it assists novice teachers to adjust to the challenges of teaching and to develop into quality educators. According to many studies, mentoring is a significant and effectual form of supporting the professional development of novice teachers (e.g. Evertson & Smithey, 2001; Smith & Ingersoll, 2004; Brock & Grady, 2007). There are plenty of research on the values of mentoring especially for the novice teachers. However, little attention is given on the close examination of novice teachers' learning experience that takes place during mentoring (Kardos & Johnson, 2007). Additionally, in the context of Second Language Teacher Education (SLTE), there is scarce literature that scrutinize thoroughly at the consequences of the pairing of NES mentor with non-native novice ESL teachers.

Kiely and Askham (2012, p.509) suggest that the understanding of novice teacher learning during a professional development programme can best be understood through the construct of *Furnished Imagination*, which is "an understanding of key elements of the knowledge bases, procedural competence in planning for and managing lessons, a disposition characterised by enthusiasm and readiness, and teacher identity: a



sense of belonging in the world of TESOL”. The fusion of knowledge, procedural awareness and skills, dispositions and identity serves as a way of understanding how teachers construct their professional knowledge, as a way of tracking their professional practice and as a way of capturing their professional identity formation. Hence, the understanding of novice teachers’ learning that takes place during a mentoring programme such as the Native Speaker Programme requires a close examination on the three main elements namely; teacher professional knowledge, teacher professional practice and teacher professional identity.

There has been a great deal of research conducted to explore teacher knowledge in general education and within the TESOL field (For e.g. Miller, 2009; Borg, 2003; Meijer, Verloop & Beijard 2001; Johnston & Goettsch, 2000; Meijer et al., 1999; Freeman & Johnson, 1998; Golombek, 1998; Shulman, 1987; Elbaz, 1981). Although these studies have been remarkable in extending our understanding of teachers’ practical knowledge, there is still scarcity of research that investigates how teachers’ knowledge shapes and is shaped by their identity (Miller, 2009). In addition, Kiely and Askham (2012) argued that little attention is given to the examination of how teachers’ practice is influenced by their knowledge. According to Kamhi-Stein (2009) most of the research that discuss the identity development of Nonnative ESL teachers during teacher preparation and development programme are conducted in Inner Circle countries such as in the U.K., U.S., New Zealand, Australia, and Canada, where English is the dominant language. Hence, there is a need for more research that discuss the identity development of nonnative ESL teacher during teacher preparation and development programme in EFL setting in order to inform and enrich the literature corpus on nonnative ESL teachers’ identity from different contexts. Therefore, the present study aims to address these gaps in the literature by exploring novice ESL teachers’ learning during their participation in the Native Speaker Programme by

examining how the programme influences novice teachers' professional knowledge, professional practice and professional identity in EFL setting.

Research show that mentoring enables novice teachers to enhance their content knowledge and pedagogical knowledge by maintaining their role as learners and by gaining benefits from their mentors' competency (e.g. Halai, 2006; Hudson, 2005). In addition, Hobson et. al. (2009) points out that mentoring supports the capabilities development of novice teachers especially in enhancing their classroom practices. Furthermore, Steers van Hamel (2004) suggests that mentoring strongly influences the formation of novice teachers' identity through the affective relationship formed between the novice teachers and their mentors. Although studies (e.g. Hudson, 2005; Halai, 2006; Hobson et. al., 2009; Steers van Hamel, 2004) have addressed the roles of mentoring pertaining to novice teachers' knowledge, practices and identity formation in general, the examination of teachers' knowledge, practice, and identity are conducted separately. Therefore, little is known about the relationship between teachers' professional knowledge, teachers' professional practice, and teachers' professional identity. Miller (2009) argued that although teachers' thinking, knowing and doing, and identity formation, are enacted in classroom contexts, there are scarce literature that connects all of these dimensions. Thus, this study seeks to fill the gaps in the literature by exploring the connection between novice ESL teachers' professional knowledge, practice, and identity, during their participation in the Native Speaker Programme.

### **1.3 Research Questions**

This study attempts to investigate the following questions that guide the research on novice teachers' learning experience in the Native Speaker Programme through the examination of the influences of the programme on novice ESL teachers' professional knowledge, professional practice as well as professional identity formation.

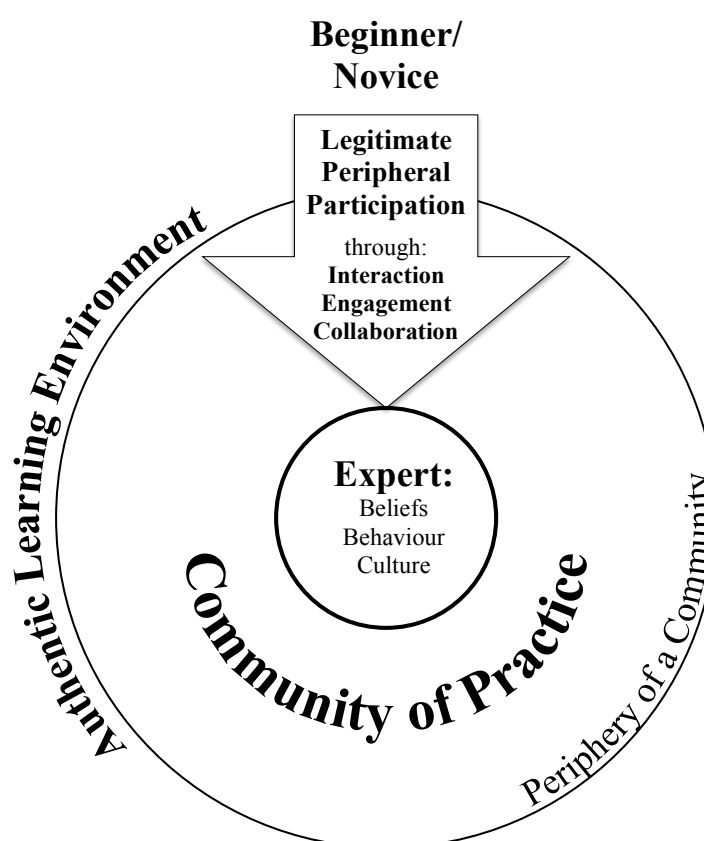
1. How does the Native Speaker Programme contribute to the novice teachers' professional knowledge?
2. How does the Native Speaker Programme influence the novice teachers' professional practice as ESL primary school teachers?
3. In what way does the novice teachers' professional identity formation change after the Native Speaker Programme?

#### **1.4 Theoretical Background of the Study**

Merriam (2009, p. 66) defines theoretical framework as the “underlying structure, the scaffolding or frame” of a study. According to Maxwell (2005, p. 33), it is “the system of concepts, assumptions, expectations, beliefs, and theories that supports and informs your research.” The theoretical underpinning of this study derives from a recent construct proposed by Kiely and Askham (2012), *Furnished Imagination*. Drawing on socio-cultural theories of learning, particularly situated learning theory and identity formation within communities of practice, *Furnished Imagination* operates as a way to understand teacher learning during an early training context (Kiely & Askham, 2012). Hence, before proceeding with discussion on *Furnished Imagination*, it is valuable for this section to address the root and genealogy theory that scaffolds *Furnished Imagination* – situated learning theory and identity formation within communities of practice (Lave and Wenger, 1991).

Situated Learning Theory was proposed by Lave and Wenger (1991) as a model of learning in a community of practice. It postulates that learning is unintentional and situated within authentic activity, context, and culture. According to Lave and Wenger (1991) learning is not merely a transmission of abstract and decontextualized knowledge from one individual to another. Rather, learning is a social process that involves co-construction of knowledge within a specific context and embedded within a

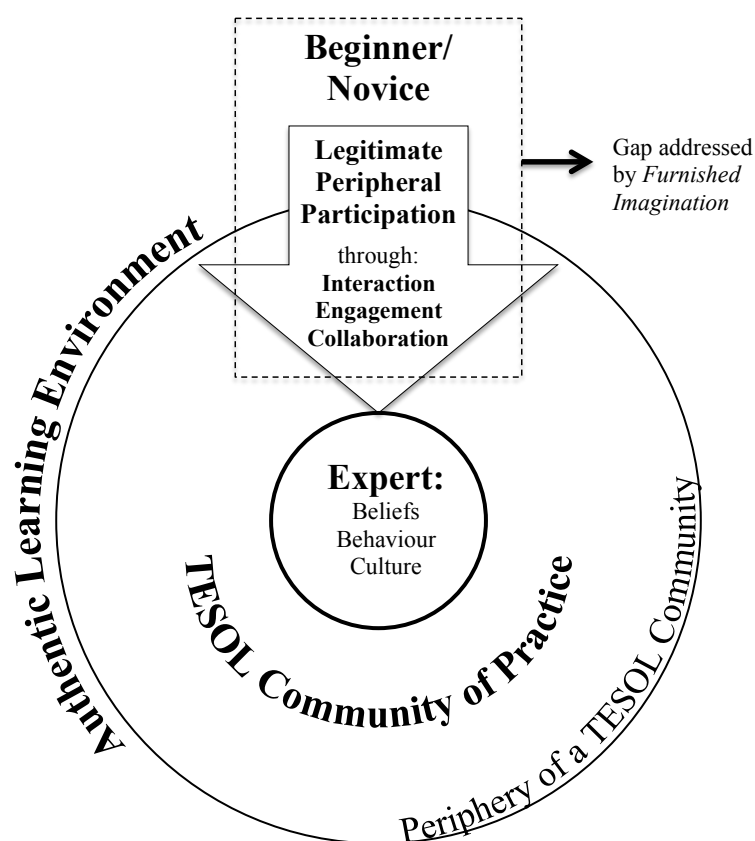
particular social and physical environment. Lave and Wenger (1991) call this a process of “legitimate peripheral participation.” Social interaction and collaboration are regarded as the most important components of situated learning and are seen as the medium that allow learners to be involved in a “community of practice”. Learners’ involvement in the “community of practice” enables them to acquire certain beliefs and behaviors associated with that particular community. In a “community of practice”, learners are seen as beginners or novices. As illustrated in Figure 1.1, identity formation takes place when a learner proceeds from the periphery of a community to its center. During this process, the learner becomes more active and engaged within the culture and ultimately embraces the role of an expert.



**Figure 1.1: Situated Learning Theory (Lave & Wenger, 1991)**

Although, situated learning theory serves as a foreground for many research on teacher education, there is a need for a specific construct that conceptualise novice

teacher learning pertaining to their readiness for work, during initial teacher development within TESOL context. This gap is illustrated in Figure 1.2. Therefore, to fill this gap, Kiely and Askham (2012) proposed the *Furnished Imagination* construct, which operates as a way to understand the impact of TESOL teacher learning during an early training context on their readiness for work. Kiely and Askham (2012) stressed that although it is unlikely for initial teacher development programme to transform novice teachers into TESOL experts, it facilitates novice teachers to progress into a ‘state of readiness’ to start their teaching career and to continually engage in lifelong learning along the way.

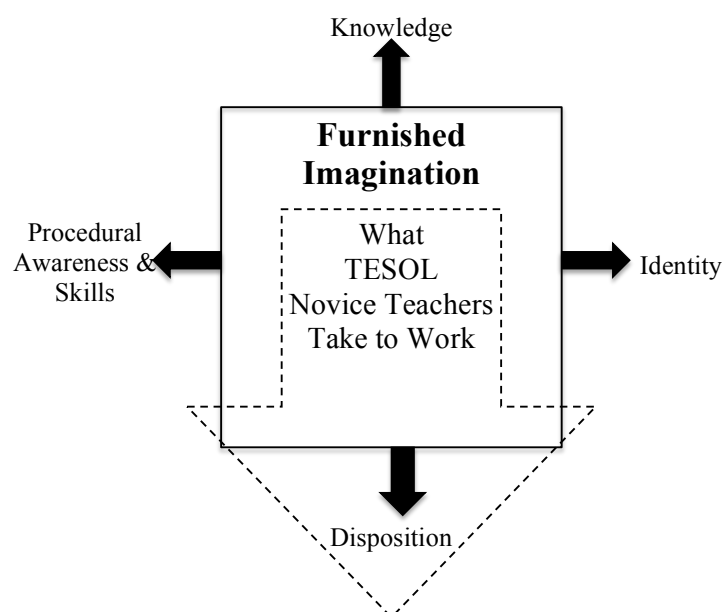


**Figure 1.2.: Gap in Situated Learning Theory addressed by Furnished Imagination**

The term *imagination* in Kiely and Ashkam’s recent construct represents a constructivist interpretation about knowledge. In this context, learning takes place through social interaction during novice teachers’ participation to become a member of

TESOL community. During this process, novice teachers bring together the input that they gained during interactions in a teacher development programme, with their self-image and their belief in their potential in forming their identity as a member of TESOL community. Hence, in the *Furnished Imagination* construct, “identity is future oriented, drawing on the capacity to imagine a transformed self and to see it as part of the narrative of personal history” (Kiely and Askham, 2012, p.498). It is important to note that, identity formation does not merely rely on novice teachers’ sense of self-belief, instead it includes teacher learning. To define learning, Kiely and Askham adopted Wenger’s (1998) characteristics of learning that include *meaning*, *practice*, and *community*. Thus, the evidence on novice teacher learning can be elicited through *meaning* – when novice teachers inform about their improvement in capacity, *practice* – when novice teachers explain and demonstrate the mutual practice within TESOL community, and *community* – when novice teachers identify themselves as one of the members of TESOL community through significant initiatives taken to develop their competency.

*Furnished Imagination* is a combination of *knowledge*, *procedural awareness and skills*, *dispositions* and *identity* that novice teachers take from an initial teacher development as a readiness for work in TESOL. Therefore, the impact of novice TESOL teacher learning during an early training context on their readiness for work is deciphered through the expansion of their knowledge base, competency pertaining to teaching and learning procedures, motivated disposition, and TESOL teacher identity. According to Kiely and Askham (2012, p. 498), these four dimensions are developed throughout teacher development programme, “through intense, iterated cycles of input, observation, performance, and feedback, and through interactions with teacher educators they admire.”



**Figure 1.3: Furnished Imagination (Kiely and Askham, 2012)**

To provide a clear illustration on *Furnished Imagination*, Kiely and Askham relate the construct with the findings of their study on the impact of a short teacher training course in TESOL on 27 novice teachers teaching in different countries in Europe, North America, and Asia. The study examined one aspect of teacher learning on the short course, which is the readiness of the graduates of the course to work. In the study, the extent to which graduates are ready for work was examined through their perceived achievements in learning, which were reflected in the ways participating new teachers talked about their work in TESOL. The findings of the study suggest an establishment of confidence and a vivid idea of what the TESOL task involves through the constructive and potent learning experience on the course. As illustrated in Figure 1.3, the framework suggests that the participating new teachers have *Furnished Imagination*, in terms of knowledge, procedural awareness and skills dispositions and a TESOL identity. This clarifies the fact that teacher learning has taken place as a result of the short course and this includes the understanding of key “knowledge bases, procedural competence in planning for and managing lessons, a disposition

characterised by enthusiasm and readiness, and a teacher identity, that is a sense of belonging in the world of TESOL” (Kiely and Askham, 2012, pg. 509).

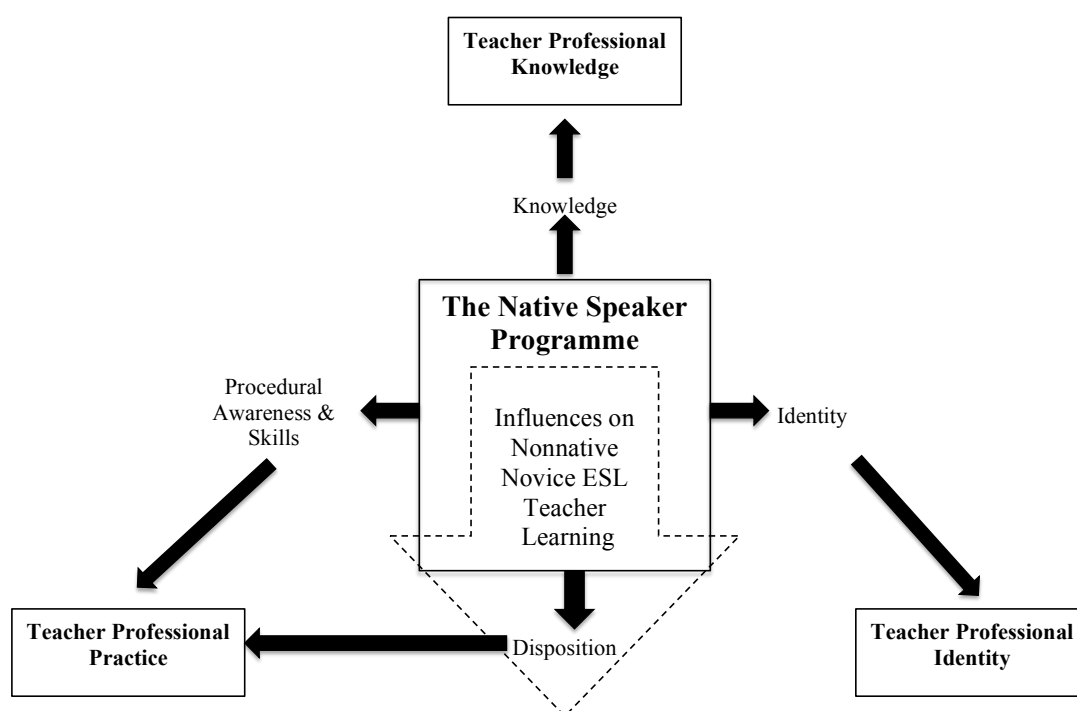
Hence, with the fusion of knowledge, skills, disposition and identity, the study proposes *Furnished Imagination* as a way to understand novice teacher learning during an early training programme, track teachers’ professional development, capture teachers’ professional identities, validate teacher learning within TESOL context, and provide a model for learning and skills development for TESOL teachers. Kiely and Askham (2012, p.515) conclude that *Furnished Imagination* “is not just relevant to curricular contexts similar to the training centre; rather it is flexible and adaptable, enabling new teachers to make sense of the global context of TESOL, and draw on its diversity for continued learning.”

## **1.5 Conceptual Framework**

The theoretical underpinning of this study derives from a recent construct proposed by Kiely and Askham (2012), *Furnished Imagination*. *Furnished Imagination* was used in forming a conceptual framework to guide this study because it allows the present study to highlight what the novice teachers have learnt during the Native Speaker Programme, how this learning was established in the programme and resumed in the classroom. The learners, in this case the novice ESL teachers, construct their professional knowledge by combining their sense of self and their sense of possibility with input gained from the Native Speaker Programme which incorporates interactions such as Teachers Professional Development (TPD) workshops, observations, interaction and discussion with their native speaker mentors, collaboration with colleagues, as well as co-teaching. The construction of their professional knowledge would allow them to improve their professional practice and to form their professional identity.



Through the combination of knowledge, procedural awareness and skills, dispositions and identity, *Furnished Imagination* operates as a way of understanding how participating novice ESL teachers construct their professional knowledge, as a way of tracking their professional practice, and as a way of capturing their professional identity formation as a result from participating in the Native Speaker Programme. Figure 1.4 illustrates the framework to conceptualize the roles of the Native Speaker Programme in the novice ESL teachers' professional knowledge construction, professional practice development, and professional identity formation. Drawing on the fusion of knowledge, skills, disposition and identity in *Furnished Imagination*, the conceptual framework covers three domains of the study: teacher professional knowledge, teacher professional identity and teacher professional practice.



**Figure 1.4: Conceptual framework of the study**

In the first domain of the study, novice teachers' professional knowledge, the first dimension of *Furnished Imagination*, knowledge, was explored through the first research question – how does the Native Speaker Programme contribute to the novice

teachers' professional knowledge? This is illustrated in Figure 1.4. In SLTE, there are many constructions of knowledge. These, for example, include practical knowledge (Elbaz, 1983); personal practical knowledge (Connelly & Clandinin, 1985); scripts and schema (Clark & Peterson, 1986); and teachers' talking and walking (Mena Marcos and Tillema, 2006). Whatever the terminology, and despite variations in methodology and purpose, all address the capability of teachers in building their own knowledge-base for teaching. In the context of the present study, the term 'teacher professional knowledge' employs the definition of Personal Practical Knowledge which Clandinin and Connelly (1987, p.59) have characterized as a "moral, affective, and aesthetic way of knowing life's educational situations". This description highlights the experiential, situational, and dynamic dimensions of teachers' knowledge together with its emotional and moral dimensions. Clandinin (1992, p.125) asserts that teachers construct and reconstruct their Personal Practical Knowledge by living their stories and retelling them through conscious reflection.

"It is a kind of knowledge carved out of, and shaped by, situations; knowledge that is constructed and reconstructed as we live out our stories and retell and relive them through processes of reflection."

In the present study, the novice ESL teacher professional knowledge construction resulting from participating in the Native Speaker Programme will be examined through seven categories namely, knowledge of students, knowledge of context, pedagogical content knowledge, subject matter knowledge, general pedagogical knowledge, knowledge of own knowledge, and knowledge of self.

In the second domain of the study, novice teachers' professional practice, the second and third dimensions in the *Furnished Imagination*, procedural awareness and skills as well as dispositions, were explored through the second research question – how does the Native Speaker Programme influenced the novice teachers' professional practice as ESL primary school teachers? This is illustrated in Figure 1.4. The rationale

of combining these two dimensions was due to the fact that the participants' procedural awareness and skills as well as dispositions resulting from their participation in the Native Speaker Programme would be manifested in their practice. Disposition in this context refers to teachers' routine of the mind as well as their inclination to react to circumstances in certain ways. According to Kiely and Askham (2012), dispositions are not inborn, permanent personality traits; rather, they are the routine and inclination that can be changed. In the context of present study, the examination of novice ESL teachers' procedural awareness and skills as well as their professional disposition would validate their professional learning from participating in the 'Native Speaker Programme' and this would manifest in their practice.

Practice within the teaching arena has been used interchangeably with teaching, teaching experience, and teacher actions. Despite the variations of terminology, these terms usually mean what teachers do in order to teach or to create teachable moments. Teacher professional practice in the context of this study refers to action in a social context, the fundamental essence of teachers' daily experiences, and actions related to teaching within or outside the school environment. Teachers' disposition is not fixed and unchangeable, teachers professional practice is also not predetermined. On the contrary, it is contingent upon and resulting from a variety of variables, which include teachers' professional knowledge and professional identity. Therefore, teacher professional practice in this study is expected to affect and to be affected by what the novice ESL teachers know and who they are.

In the third domain of the study, novice teachers' professional identity, the fourth dimension in the *Furnished Imagination*, identity, was explored through the third research question – in what way does the novice teachers' professional identity formation change after the Native Speaker Programme? This is illustrated in Figure 1.4. The exploration on the role of the Native Speaker Programme in novice ESL teacher

identity formation in this study, tied together with the elements of knowledge, practices and dispositions as dimensions of the *furnished imagination*. The emergence of teacher professional identity is influenced by the elements of knowledge, practices and dispositions. Identity refers to “our understanding of who we are and who we think other people are” (Danielewicz, 2001, p.10). Identity is often conceptualized as a process of continual emerging and becoming. Among the concepts that describe identity include the notions of fluid, dynamic, contradictory, shifting, contingent identities, and “points of temporal attachment” (Hall 1996, p.6). In the context of teacher professional identity, Varghese (2006) points out that it is defined “in terms of the influences on teachers, how individuals see themselves, and how they enact their profession in their setting.” (p. 212). Similarly, the construct of *Furnished Imagination* highlights that identity is about visualizing a future self, comprehending new knowledge and practices, and employing dormant dispositions to become comfortable with the emerging identity. Due to the nature of identity that is continuously co-constructed, identity formation in the present study is seen as a process, where the professional knowledge and practice gained from participating in the Native Speaker Programme would manifest in teacher professional identity.

*Furnished Imagination* was chosen in forming a conceptual framework to guide this study because it is an effective and constructive way of validating learning for novice ESL teachers who participate in the Native Speaker Programme. It is a way of tracking professional learning and a way of capturing teacher professional identity formation. With the fusion of knowledge, skills, disposition and identity, *Furnished Imagination* allows the understanding of the influences of novice ESL teacher learning during the Native Speaker Programme on professional knowledge construction, professional practice development, and professional identity formation. For novice teachers, *Furnished imagination* is a “tool-kit and bag of tricks, and also the passport

which affords entry with confidence, and badge which allows social recognition and acceptance” (Kiely and Askham 2012, p. 17).

## **1.6 Purpose of the Study**

The purpose of the study is to explore ESL novice teachers learning through the examination of the influences of the Native Speaker Programme in ESL novice teachers’ professional knowledge, their professional practice and their professional identity formation. The present study also aims to inform policymakers, administrators and other major stakeholders in education of the ESL novice teachers’ learning experience in the Native Speaker Programme.

## **1.7 Significance of the Study**

This study can be considered as Phase 1 Research according Borko’s (2004) review on existing literature on professional development programmes and their contributions in informing high quality teachers’ professional development. Phase 1 research are characterised as studies that highlight on a single professional development programme by examining its elements and how it influences teachers’ knowledge construction and transformation. Borko (2004) highlighted the value of Phase 1 research in providing a thorough documentation of the influences of the programme on teacher learning and comprehensive understanding of the planning and the implementation of the programme.

The present study could contribute to the body of knowledge by addressing the gaps in the existing literature on Second Language Teacher Education. Teacher learning has been defined as an “unstudied problem” since the 1980s in general education (Clark & Peterson, 1986) as well as in language education (Freeman, 1996). Additionally, there is a need for more research that explores the complexities of teacher learning in the professional development contexts (Borko, 2004). Hence, the examination of

teacher learning resulting from participation in a professional development programme in this study will contribute to the body of knowledge by filling gaps in the existing literature particularly on the influences of a professional development programme on teachers' knowledge, identity, and practice as well as the connection between teachers' professional knowledge, identity, and practice.

In terms of theoretical contribution, the findings of this study are able to confirm or to disconfirm or to extend the construct of *Furnished Imagination*, which Kiely and Askham (2012, p. 515) argue to be “not just relevant to curricular contexts similar to the training centre: rather it is flexible and adaptable, enabling new teachers to make sense of the global context of TESOL, and draw on its diversity for continued learning.” This is because, the present study contributes to the establishment of Kiely and Askham's (2012) construct of *Furnished Imagination* as an effective and constructive conceptual framework that allows for in-depth insight in understanding novice teacher learning in an early training context.

The findings of this study could add practical contributions to the English Language Teaching (ELT) in Malaysia and provide an answer to public concerns on the impacts that the Native Speaker Programme brings to the quality of ELT in the country. In this study, novice ESL teachers' insight and understanding from learning experience in the Native Speaker Programme will be included to inform policymakers, administrators and other major stakeholders in education. Furthermore, the exploration of novice ESL teachers' learning experience from participation in the Native Speaker Programme is significant as it will provide a better understanding of what the novice teachers have learnt, and also how this learning is initiated in the Native Speaker programme and continues in the classrooms. This understanding is relevant as it may serve as a guideline that informs future professional development programmes for beginning teachers.

In addition, this study will contribute to the pedagogical implication for the participating ESL novice teachers. Through this process, the participants will have valuable opportunities to reflect on their professional knowledge, practice and identity as ESL teachers. These reflections have the potential to allow the participants to develop a deeper understanding about their professional development. Therefore, the participants will be able to recognize their strengths and weaknesses as ESL teachers thus encouraging them to improve themselves to better serve the needs of their ESL students. Hopefully, through these reflections, the participating novice ESL teachers are empowered by their emerging professional identity and gain confidence in their approaches in the classrooms.

### **1.8 Definition of Terms**

*The Native Speaker Programme* – A professional development programme initiated by the Ministry of Education for primary schools ESL teachers. Mentoring is the core essence of this programme. This programme aims at enhancing the capacity of non-native English teachers by placing Native English Speaking (NES) Mentors to train English Language teachers in selected primary schools.

*Novice ESL teachers* – Those beginning teachers who have finished their language teacher-education programme (including the practicum) and have just started teaching English in an educational institution, usually within 3 years of completing their teacher education programme (Farrell, 2012). In addition, Farrell (2012) argues that teachers cease to be novices when they already have more than 3 years of teaching experience.

*Teacher Professional Knowledge* – Knowledge that reflects teachers' prior knowledge and recognizes its contextual nature. Clandinin (1992) refers Personal Practical Knowledge (PPK) as a kind of knowledge that is shaped by context and the construction and reconstruction of PPK is achieved through conscious reflection by the teachers. In

this study, Teacher Professional Knowledge are examined through seven categories namely, knowledge of students, knowledge of context, pedagogical content knowledge, subject matter knowledge, general pedagogical knowledge, knowledge of own knowledge, and knowledge of self.

*Teacher Professional Practice* – Teachers’ actions in a social context, the fundamental essence of teachers’ daily experience, and actions related to teaching within or outside the school environment.

*Teacher Professional Identity* – “How teachers see themselves and how they enact their profession in their setting” (Varghese, 2006 p. 212). In this study, novice ESL teachers’ professional identities are examined through the key terms of teacher identity summarised by Miller (2009) from the literature. These include; the way teachers connect to their job and context, comprehend, compose and execute their professional tasks, understand others’ perception on their responsibilities as teachers, employ personal values to inform their choices, and, reflect and learn as they deal with change in the work environment.



## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

The purpose of this chapter is to present a review of the research related to the proposed study. This chapter starts with a review of literature on novice teachers. This chapter then moves to a review of research on ESL teacher professional development. In addition, this chapter will review research on teacher professional knowledge and practice. Finally, a review of existing literature on teacher professional identity is presented.

### **2.2 Novice Teachers**

Novice teachers are usually defined as teachers who have completed their teacher education programme and have just started teaching in an educational institution (Farrell, 2012). In their first years of teaching, novice teachers are involved in the process of learning how to teach. Their previous schooling experiences, the nature of the teacher-education programme from which they have graduated, and their socialization experiences into the educational culture are the three major influences that mediate the novice teachers' experience.

The present study highlights novice ESL teachers' learning experience in the Native Speaker Programme. The rationale of the emphasis on novice ESL teachers in this study is, novice teachers in Malaysia are not provided with adequate support due to the absence of specific new teacher induction programmes to prepare them for the intricate transition from the teacher education institution to life in a real classroom (Mohd Sofi Ali, 2002). This concern is not fully addressed in schools in Malaysia as beginning teachers have the same responsibility as a teacher with many years of service (Mohd Sofi Ali, 2008). Hence, it is hoped that the exploration of novice teachers'

learning experience from participation in the Native Speaker Programme in this study will address what the novice teachers have learnt, and also how this learning is initiated in the programme, and continues in the classrooms, as these understandings will inform future development programmes for beginning teachers.

Maynard and Furlong (1995, p. 12) suggest that novice teachers go through five stages of teacher development of beginning teachers: (1) early idealism, (2) survival, (3) recognizing difficulties, (4) reaching a plateau, and (5) moving on. In the first stage, early idealism, the beginning teachers reject the image of the older cynical teacher and strongly identify with the students. Then, in the survival stage, the beginning teachers feel overwhelmed by the complexity of the classroom as they respond to the reality shock of the classroom. Consequently, they opt for quick fix methods to survive the reality shock. The third stage of development, recognizing difficulties, sees that the beginning teachers begin to realize the difficulties of teaching and recognize that teachers are limited in terms of what they can achieve. They also enter a self-doubt stage and question if they really can be teachers. This is followed by the next stage, reaching a plateau, where beginning teachers begin to cope well with the routines of teaching. In spite of this, resistance to trying new approaches and methods is developed since beginning teachers do not want to disturb the newly developed routines. They also tend to focus more on classroom management than students' learning. However, this changes in the fifth stage, moving on, as the beginning teacher gives more emphasis on the quality of students' learning. Maynard and Furlong (1995) argue that a lot of support is needed by the beginning teacher at this stage to prevent the hindrance of further development due to possible burnout.

Moir (1999) identified several developmental stages experienced by the novice teachers during their first year of teaching. Her research denotes that, during the first phase, *anticipation phase*, novice teachers have idealistic view of teaching. However, in

the second phase, novice teachers become overwhelmed by the challenges that they need to face and experience a *survival phase* where they struggle to keep up.. Moir (1999) maintains that during this phase, new teachers are more like to concentrate on the routine teaching aspects. During the third phase, *disillusionment*, novice teachers begin to question their dedication and their capability in teaching and the duration and intensity of this phase are different for each novice teacher. Beginning teachers gain confidence and learn to develop new coping strategies during the fourth phase, *rejuvenation*. Moir (1999) asserts that new teachers will finally begin to reflect on the quality of their teaching as they enter the final phase, *reflection*. During this phase, novice teachers start to anticipate in different strategy in the future. Moir (1999 p.23) stresses “recognizing the stages that new teachers go through gives us a framework within which we can begin to design support programs to make the first year of teaching a more productive experience for our new colleagues”.

Novice teachers often find themselves inadequately prepared for the challenges that they need to face during first years in the classroom. Smith and Ingersoll (2004 p.682) assert that "critics have long assailed teaching as an occupation that 'cannibalizes its young' and in which the initiation of new teachers is akin to a 'sink or swim,' 'trial by fire,' or 'boot camp' experience". There is an established body of literature on the first year of teaching in general education research, and recently, it also has been recognised by language researchers as having a strong influence on the future development of language teachers. However, there are limited studies that thoroughly illustrate the language teacher first year teaching experiences have been documented in the TESOL education literature (Farrell, 2006). One research that takes into account the TESOL context is Farrell's (2003). This case study examines the challenges experienced by a Singaporean novice teacher during his first year as an English language teacher in his home country. The study also details his experience as he socialized through different

phases of Maynard and Furlong's (1995) five stages of novice teacher development. The findings reveal that the participant struggled with "reality shock" as his workload unexpectedly mounted as compared to his practicum experience. He confronted two major dilemmas pertaining his context; examination papers grading and his relationship with lower English proficiency students. The novice teacher felt that he received inadequate support as the school in which he taught exhibited the culture of individualism. Consequently, there was a lack of communication with his colleagues and this hindered the opportunity of sharing and cooperating. In terms of Maynard and Furlong's (1995) stages of development, he first entered the school with early idealism, followed by the survival stage where he pursued quick fixes for students' misbehaviours during his lesson. However, he constantly moved back and forth between final three phases: recognizing difficulties, reaching a plateau, and moving on. Then, he started to focus on the quality of his students' learning toward the end of the first year.

Although the literature corpus on novice teachers is expanding, little is known about the struggles faced by novice ESL teachers face in the Malaysian context (Mohd Sani Ibrahim et. al, 2008). However, a nationwide large-scale study (Ministry of Higher Education and Ministry of Education, 2006) on the readiness of novice teachers' professionalism provides some general ideas on the challenges that novice teachers from various fields faced during their first years. The findings of the study reveal that the 910 respondents report facing a moderate amount of problems pertaining to curriculum specifications, resources, teaching preparation, classroom teaching, classroom management, interpersonal relationship, assessment and evaluation, school, administration and service policies, and co-curriculum. An in-depth examination of this data found that the novice teachers participating in the survey of the study rated students' low English proficiency as the most frequent problem they faced during their first years of teaching.

This nationwide large-scale study (Ministry of Higher Education and Ministry of Education, 2006) also employed structured interviews to explore novice teachers' socialization experience. Four participants were interviewed, and data on the socialization problems faced by the novice teachers were categorized into four groups namely: problems concerning students, school community, teaching profession and parents. The novice teachers in the study informed that among the problems concerning the students include lack of interest in learning, illiteracy, misbehaviour and lack of discipline and a negative attitude towards learning English. In terms of problems concerning the school community, the novice teachers in the study reported that they were struggling with the burden of teaching assignments and clerical work, new leadership roles, high expectations, lack of support and guidance, isolation and school politics. Furthermore, the novice teachers noted that among the problems concerning the teaching profession that they faced include inadequate and irrelevant teaching preparation course, fatigue, time consuming and tedious teaching preparation and lesson planning as well as difficulty in applying theory to practice. The novice teachers also found that they were struggling with high expectations from the parents. Despite these struggles, the novice teachers in the interview consider the challenges to be valuable experience which they can learn from. They found that positive and rewarding factors such as genuine interest in becoming a teacher, students' good performance and interest in learning as well as support and guidance from colleagues and school administrators, motivated them to remain in the profession and continue learning to be effective teachers.

### **2.2.1 Need for Support**

According to Feiman-Nemser (2001), the first years of teaching influences not only whether novice teachers remain in the profession, but also the kind of teacher they become. Furthermore, Bush (1983 p.1062) argues the importance of supporting novice

teachers during the first few years in the classroom as he argued, “conditions under which a person carries out the first years of teaching have a strong influence on the level of effectiveness which that teacher is able to achieve and sustain over the years; on the attitudes which govern teachers' behaviour over even a forty-year career; and indeed on the decision whether or not to continue in the teaching profession”.

Literature in general teacher education documents strategies used by novice teachers in alleviating their stress and struggles during their first year of teaching. Lazarus and Folkman (1984) assert that in stressful condition, individuals evaluate the situation and examine personal and environmental resource capacity cognitively in order to face the situations. Two positive coping strategies identified by researchers (Austin, Shah, & Muncer, 2005; Chan, 1998; Kyriacou, 2001) are direct-action strategies, which highlight on ways to diminish sources of stress (for e.g.: seeking for support, networking, engagement in reflection, constructing goal, developing new perspectives, and participating in professional development programmes) and palliative strategies, where stress is reduced through the moderation of internal or emotional response (for e.g.: positive self-talk, embracing roles and responsibility, use of humour, spiritual belief, managing emotional reactions, and engaging in healthy physical activities. On the other hand, strategies such as avoidance and distancing are regarded as less positive.

Several professional development strategies are employed in order to provide support for novice teachers, one of which is mentoring. Mentoring helps novice teachers adjust to the challenges of teaching and develop into quality educators, and offers a bridge between teacher preparation and the remainder of an educator's career. Wang and Odell (2002) present an argument for effective mentoring practice. In order to promote effective teacher learning, mentors must support novice teachers in addressing problems about their current classroom practice and teaching, in examining novices' prior

dispositions about teaching, learning and students, and in helping novices develop alternative good teaching practices through practical experiences in the context of the classroom. According to Brock and Grady (2007), during the first years of teaching, beginning teachers tend to search for immediate and concrete solutions to the problems they encounter in the classroom. Hence, mentoring programmes play a major role in assisting the novice teachers by providing them authentic learning experiences that are relevant to their personal and professional interest, which they can apply to their immediate work setting.

In the context of the present study, mentoring is the core essence of the professional development programme, the Native Speaker Programme. Thus, it is valuable to first review literature under the bigger spectrum, which is on ESL teacher professional development, before focusing on one of the strategies in teacher professional development – mentoring.

### **2.3 ESL Teacher Professional Development**

There is a noticeable advancement in the level of professionalism in English language teaching existing today as compared to before. With aims to provide ESL teachers with professional training and qualification, the need for professionalism in ESL is growing. Central to this enterprise are English teaching and English language teachers, and as a result, there is increasing demand worldwide for competent English teachers and for more effective approaches to their preparation and professional development (Burns & Richards, 2009).

The term *professionalism* is commonly used to refer to practitioners' knowledge, skills and conduct. Leung (2009) coins the term *sponsored professionalism* to refer to institutionally endorsed and / or publicly heralded definition of professionalism whereas *independent professionalism* for more individual oriented notion of professionalism. He

argues that it is important for second language teacher education to find a balance between these two forms of professionalism. *Sponsored professionalism* refers to a form of professionalism that is arranged and defined by regulatory bodies and professional associations to promote professional action and education improvement. Sponsored professionalism is usually acknowledged by those bodies and associations or political authorities to represent teachers collectively, however, it does not automatically speak for an individual's views on professionalism as different teachers may have different views based on their experience and practical knowledge. Different forms of the expression of sponsored professionalism can be seen in many examples of professional development practices. Among the examples listed by Leung (2009, pg. 50) include but is not limited to: the requirement for student-teachers to enrol in certain subjects, the obligation for teachers to have a certain type and level of disciplinary knowledge and experience as outlined by the regulatory bodies, teaching quality inspection menus and, quasi-judicial decisions related to teacher misconducts.

Obviously, sponsored language teacher professionalism has been interpreted differently at different times, in different places and by different authorities. Nevertheless, this form of professionalism possesses its own values as public statements on sponsored professionalism serve as guidelines for the practitioners as they highlight and define formally what the teachers have to know and do and simultaneously assist in designing the content of professional education programmes. Leung (2009) asserts that public statements on sponsored professionalism are able to publicize the epistemic and value preferences employed by a specific authority and professional body which is crucial as there has always been a strong policy preference for measurable accountability in public service and they inform the ways certain educational related matters is perceived and used in the world.



Although sponsored professionalism weighs such values and importance, it will not suffice and has to be complemented by *independent professionalism*. Unlike sponsored professionalism, independent professionalism concerns more than just a particular view by regulatory bodies, professional associations or political authorities. This is because independent professionalism encourages practitioners to make inquisitive and critical analysis on mandated requirements and to consider the emerging developments in the world into their professional practice via engaging in reflexive examination of their own beliefs and action and compare it with the handed-down requirements. Leung (2009) stresses the importance of engaging in reflexive examination, which is to turn our thinking or action on itself hence making it an object available for self-examination, as the core element in independent professionalism. It involves a careful and critical examination of the assumptions and practices entrenched in sponsored professionalism by juxtaposing it with discipline based knowledge and wider social values, and to make appropriate change and action for improvement. Apparently, this process will eventually require teachers to make a conscious personal choice that is to either comply with the handed-in requirements or to question their educational, pedagogic and social validity.

Evidently, as compared to sponsored professionalism, independent professionalism encourages teachers to engage in more authentic and individual oriented professional development. Similarly, Webster-Wright (2009, p. 715) in her meta-analysis study of previous research on professional development highlights the need for reframing professional development through understanding authentic professional learning as many professional practices still emphasize on delivering content rather than enhancing learning. Based on previous related scholarships, she argues that authentic professional learning has the following key elements:

1. Professional practice knowledge

- a. Knowledge as a commodity
  - b. Knowing in practice
  - c. Embodied knowing
- 2. Professional practice context
  - a. Certainty through regulation and control
  - b. Uncertainty related to change and complexity
- 3. The ways of professionals learn
  - a. Learning through experience
  - b. Learning from reflective action
  - c. Learning mediated by context

### **2.3.1 Teacher Professional Development in Malaysia**

*Sponsored professionalism* forms only one part of professionalism. Leung (2009, p. 55) argues that it is crucial for teachers to be more than just ‘mechanical operators of pedagogic procedures’ by reflecting critically on their practice based on broader educational and social issues, and to alter their values and practices by taking suitable actions. However, in Malaysia, teacher professional development programmes centre on sponsored professionalism through centralised professional programmes such as seminars, courses and workshops conducted by the Ministry of Education. On the other hand, there is little evidence on the existence of independent professionalism, which is developed through socially and politically sensitive awareness of professionalism on the part of teacher themselves.

In fact, in a case study on ESL teachers professional development in three primary schools in Malaysia, Mohd Sofi Ali (2008) argues that the prevalent form of professional development in the schools was unstructured and restricted in scope thus, failed to some extent to provide teachers with the relevant required professional skills and practice. This is because, ESL teachers developed their teaching skills and competence merely through their initial education at teacher training colleges, an informal apprenticeship and years of teaching experience in the school besides relying on their past experience as students and by emulating their former teachers as role

models. In addition, they learned about their professional roles and related skills intuitively by talking to colleagues and working with other teachers.

In addition, Mohd Sofi Ali (2008) in his case study asserts that the only 'planned' approach to ESL teacher professional development was through in-service courses initiated by the Ministry of Education and its professional divisions. In-services courses required ESL teachers to leave schools for a certain period to attend courses which were believed to enhance teachers' existing qualifications, to assist teachers in areas which they perceived to be challenging, and to further enhance teachers' existing skills. Then, the ESL teachers were expected to share the information with their colleagues in the schools by conducting in-house training sessions upon returning to their respective schools. However, Mohd Sofi Ali (2008) argues that the in-house training sessions rarely occurred in the primary schools. He states that the in-service courses have several limitations because some courses in his case study were considered to be irrelevant, impractical and redundant. Thus, there was a mismatch between the needs of teachers and the content of the courses. Moreover, those courses were too theoretical and not applicable especially in the context of English as a foreign language. In addition, the role played by experts outside the school was emphasized thus teachers did not consider themselves or their colleagues as experts in their own school and consequently, mistrust among the teachers for internal teacher experts occurred. Furthermore, only a limited number of teachers were given the opportunity to attend those courses since the number of places available depended on the allocation of funds. He also argues that, the provision of the course was unsystematic and unplanned with providers determined choices thus, the locus control of teachers professional development still remained with the Ministry. He added that, the cascading model of in-service activities that encourages teachers to disseminate information received to

colleagues through in-house training was not implemented effectively due to time, work constraints and other priorities.

In Malaysia, a period of seven days or 56 hours of professional development is allocated for every teacher per year. In comparison, teachers in countries such as the Netherlands, Singapore and Sweden are provided with the most opportunities to attend teacher professional development programme, which is a minimum of 100 hours per year (Lim, Abas and Mansor, 2010). The predominant forms of teacher professional development programmes in Malaysia include workshops, seminars, conferences and courses. However, Lim et. al (2010, p. 4025) argues that these forms of teacher professional development activities have been known to be as “pull out programmes”, “one-shot programmes”, “superficial”, “fragmented”, “quick fix”, “disconnected”, “episodic” and “lacking in follow-through”. Additionally, they have also been argued to be inflexible, do not cater to teachers’ needs, are time consuming and do not promote collaborative activities or supplementary support after the programmes.

All these are perhaps due to the employment of the traditional definition of teachers professional development which considers development as something that is done by others for or to teachers and consequently, workshops, seminars, courses and conferences become predominant forms of professional development practices available in Malaysia. In contrast, recent trends of teacher professional development in other countries such as the United Kingdom, United States, Australia and Japan highlight on alternative professional development structures that provide teachers with the platform for self-directed, collaborative, inquiry-based learning that is directly relevant to teachers’ classrooms which recognizes teachers’ informal social and professional networks, including their own classroom as powerful sites for professional learning (Johnson 2009, p. 25). These alternative structures include teacher inquiry seminars, peer coaching, cooperative development, teacher study groups, narrative inquiry, lesson

study groups, and critical friends groups. Such alternative structures encourage teachers to engage in ongoing, in-depth, and reflective examinations of their teaching practices and their students' learning by recognizing the critical role that context plays in teacher learning and L2 teaching (Rogers, 2002) while embracing the processes of teacher socialization that occurs in classrooms, schools, and the wider professional communities where teachers work.

Therefore, in order to ensure ESL teaching in Malaysia benefits from the alternative structures of teacher professional development, there is a need for the educational environment in Malaysia to pursue this current trend as well. Besides, the adoption of these alternative structures will address the importance of independent professionalism as a crucial part to the prevailing forms of teacher professional development programmes in Malaysia, which generally pivot around sponsored professionalism.

In the context of the present study, the newly implemented professional development programme, “Native Speaker Programme” can be considered as a combination of sponsored professionalism and independent professionalism. This is because, while the programme requires the teacher to attend workshops, to be monitored and observed by their NES mentors and to be examined for their performance, the programme also encourages teachers to engage in reflective examination of their practice. Furthermore, the “Native Speaker Programme” also promotes authentic and individual learning as well as learning through experience among the participating ESL teachers.

### **2.3.2 The Native Speaker Programme**

In enhancing the professionalism of English teachers in Malaysia, the Ministry of Education has introduced and implemented a mentoring programme – the Native

Speaker Programme, from early 2011 until end of 2013. This three years programme aimed at enhancing the capacity of English teachers by employing native English speaking (NES) mentors to train English Language teachers in selected primary schools. In the programme, the NES mentors assisted participating teachers to improve their quality of teaching through activities such as Teacher Professional Development (TPD) workshop, observation of teachers' classroom teaching and learning activities, interaction and discussion, collaboration with colleagues as well as co-teaching.

Three vendors were appointed by the Ministry of Education to recruit the NES mentors for 1800 selected schools all over Malaysia. The vendors were: Specialist Management Resource Human Resource Group (SMR HR Group, for primary schools in Perlis, Kedah, Pulau Pinang, Selangor, Kuala Lumpur and Putrajaya), Brighton Education Group (for primary schools in Kelantan, Terengganu, Pahang, Melaka, Johor and Negeri Sembilan), and British Council Malaysia (for primary schools in Sabah, Sarawak and Labuan). Although there were three different vendors responsible for executing the Native Speaking Programme, their outlook, stance, and approach in implementing the programme were almost the same, as they have to adhere with the guidelines outlined by the Ministry of Education.

In this mentoring programme, participating ESL teachers received 75 hours of professional input through individual mentoring at least once a fortnight as well as in situ mentoring and training. In addition, the participating ESL teachers received cluster and zone level training, which is known as Teacher Professional Development (TPD) workshops. The TPD workshops were usually conducted by the NES mentors at the district education offices where all the participating teachers in the district gathered to attend this lecture-based session and collaborated among themselves to develop lesson plans and teaching resources.

Additionally, the NES mentors would visit the participants twice a week in their schools. During the visit, NES mentors would observe teachers' teaching and learning activities. The observation centres on teachers' effective use of teaching-learning resources, level and quality of pupil engagement in a lesson and teachers' assessment and evaluation technique. Also, NES mentors provided teachers with feedback on how to enhance the quality of teaching besides facilitating the teachers' teaching and learning activities through co-teaching or pair-teaching, team-teaching and demo-teaching. In co-teaching or pair-teaching, the mentor would teach alongside one mentee. On the other hand, in team-teaching, the mentor would teach together with all of the mentees from the same school. As for demo-teaching, the mentor would demonstrate teaching and learning activities with the mentees sitting at the back of the class to observe the mentor's lesson. At the end of the year, the participating ESL teachers are expected to show improvement in the quality of their classroom teaching and learning. The participating teachers were also expected to exhibit improvement in their English language proficiency and to develop a reasonable amount of quality and suitable English teaching resources at the end of the year.

Although the objective of the implementation of this programme is to enhance the capacity of local English language teachers, little is known about the rationale of the decision made by the Malaysian Ministry of Education for employing only native English language speakers as mentors to assist teachers' professional development. However, this decision implies ministry preference for foreign English language trainers and this measure undermines the capability of the local English Language experts (MELTA, 2010). Additionally, the implementation of the "Native Speaker Programme" has triggered concerns among the Malaysian English language teaching community. In a report on the forum "To Go or Not To Go Native: The Role of Native Speaker Teachers and Trainers in Second and Foreign Language Teaching" held at the 19<sup>th</sup>

MELTA Conference in 2010, several issues pertaining to the implementation of the programme were thoroughly discussed. Among the debated issues include; native speakers with no formal training in English as a Second Language Teaching (ESLT), the lack of empathy among the monolingual native speakers' on the ESL learner, limited knowledge and awareness of local cultures, ideologies and beliefs among the native speakers, their short-term commitment, the dangers of educator-cum-entrepreneurs strategy adopted by the programme, as well as rejection of expertise and legitimacy of home-grown talent.

Despite of public concerns on the negative impacts that the Native Speaker Programme brings to the country, mentoring, which is the core essence of the programme, enjoys widespread support in the teaching profession, is generally regarded as beneficial or at least benign, and is not generally subject to critical analysis (Devos 2010). Moreover, Colley (2002, p.272) describes a “rose-tinted aura of celebration” that usually surrounds abstract discussions of mentoring and argues for the need to get beyond this and find out what actually happens. Hence, it is valuable to discover teachers' learning experience in this programme and, understanding the impacts of the implementation of this new programme must include the voice of those for whom the programme is being implemented.

Since mentoring is the core essence in the “Native Speaker Programme”, the next section aims to provide an extensive review of the existing literature on mentoring.

### **2.3.3 Mentoring**

Phillips-Jones (2001) characterized mentors as “experienced people who go out of their way to help a mentee clarify her vision and then help her build the skills to reach them” (p. 21), who take on the roles of coach, learning broker, accountability partner, cheerleader, and sounding board. Additionally, mentors have been described as



guides, facilitators, gurus, friends, and mothers who provide support and challenge, explain and protect (Daloz, 1986). Thus, mentors are often expected, indeed, required to assume multiple roles that include coaching, exposure, challenging work, role modelling, and the encouragement of reflection. Mentors are also individuals who provided mentees with knowledge, advice, challenge, and support (Johnson and Huwe, 2003).

Mentoring is a strategy for helping novice teachers adjust to the challenges of teaching and develop into quality educators, and offers a bridge between teacher preparation and the remainder of an educator's career. Eisenman and Thornton (1999, p.81) define mentoring as a situation where “a knowledgeable person aids a less knowledgeable” In the context of mentoring novice teachers in the field of second language teacher education, Maldarez (2009, p. 260) refers to mentoring as a “process of one-to-one, workplace-based, contingent and personally appropriate support for the person during their professionalization acclimatization (or integration), learning, growth, and development”. In addition, mentoring of novice language teachers needs to occur in the workplace and deals with the authenticities of the particular context that include the particular school, child, and teacher, as well as within particular settings.

#### **2.3.3.1 Conditions for Effective Mentoring**

According to Wang and Odell (2002), an effective mentoring practice requires mentors to support novice teachers in addressing problems about their current classroom practice and teaching. In addition, mentors must assist novice teachers in examining novices' prior dispositions about teaching, learning and students. In order to promote effective teacher learning, mentors should also help novices to develop alternative good teaching practices through practical experiences in the context of the classroom.

However, the effectiveness of mentoring does not rely solely on the responsibility of the mentor; indeed, the mentee has equally important roles to play. Johnson and Huwe (2003) suggested that mentees should be emotionally stable, coachable, committed, and similar to their mentor with regards to interests and philosophy. Additionally, Portner (2002) described mentees as those who were willing and able to participate, take responsibility, observe, ask, take informed risks, reflect, and give back. More specifically, mentors of student teachers expected their mentees to be willing to listen and learn as a means of extending their professional development, to accept advice and act upon it, and to develop positive relationships with their students (Hayes, 1999).

#### **2.3.3.2 Benefits of Mentoring**

Smith and Ingersoll (2004), in their important study that critically review 15 empirical studies on the effects of induction (which include support, guidance, and orientation programmes) for beginning teachers, argue that, a comprehensive mentoring component “provide newcomers with a local guide”. In the study, although new teacher induction may include components such as professional development and orientation, "having a mentor is the most salient component of an induction program" (Smith & Ingersoll, 2004, p. 706). Moreover, mentoring reduces the risk of a novice teacher leaving at the end of her first school year by thirty per cent.

Brock and Grady (2007) argue that mentoring programmes are able to provide novice teachers with an authentic learning environment that is based on individual classroom experiences. An authentic learning environment is important for novice teachers as they are searching for immediate, concrete solutions to the problems they encounter within their first years in the classroom. In considering what beginning

teachers need from a mentoring programme in learning to teach, Brock and Grady (2007) argue that:

Adults commit to learning when they view something as important and relevant to their personal and professional needs. Beginning teachers want information that they can apply to their immediate work setting. The best chances for professional growth occur when participants perceive a need and the information provided is relevant to their personal and professional interests (p. 67).

Evertson and Smithey (2001), in their study of mentor-protege relationships observed that proteges whose mentors received training sustained "more workable classroom routines, managed instruction more smoothly, and gained student cooperation in academic tasks more effectively" (p. 302). Additionally, the novice teachers who participated in mentoring programme were observed to have fewer student disruptions in their classrooms. Thus, their study suggests that mentoring can assist novice teachers in improving teaching skills in various ways.

#### **2.3.3.3 Mentoring in Relation to Novice Teachers Knowledge and Practice**

Mentoring provides support for novice teachers to increase their content knowledge. Halai's (2006) study on novice teachers in Pakistan discovered that, despite of the incapability of the local teacher preparation programs to train quality teachers, mentoring was able to enhance the novice teachers' teaching competency. It was found that, the novice teachers were able to enhance their content knowledge through mentoring, as they view themselves as learners and through the guidance given by their mentors. In the same way, Hudson (2005) found that novice science teachers who received guidance from their mentors particularly on the enhancement of pedagogical knowledge, were more successful as compared to novice science teachers who did not have mentors.

The influence of mentoring programme to novice teachers' knowledge and practice is also discussed in Reid's (2010) study where, the knowledge and meanings constructed by novice teachers within a multi-year, standards-based mentoring programme were examined. The findings of the study suggest that, the mentoring programme reinforced the knowledge about various teaching skills such as classroom management, catering to students' needs and teaching approach. The novice teachers also feel more ready to focus on adjusting their practice to support student learning, but often continue to focus on classroom management, student behaviour and the problems that arise weekly in their mentoring. These teachers also recognize the importance of the knowledge gained during the mentoring programme, but find it difficult to apply that learning at the level they feel they should.

However, some teachers in Reid's (2010) study did show changes in their practice with a central focus on student learning. The data of the study indicated that the beginning teachers were more likely to examine and adjust their instruction with a focus on student learning and student needs when the mentor scaffolded, or specifically supported, the teachers' learning. The study suggests that mentoring moved beyond merely reflecting the current situation by focusing on prominent future practice and planning specifically how to apply teacher learning to classroom practice. Such scaffolding included helping the beginning teacher identify what changes were needed, working together to plan for implementing those changes and examining data to determine evidence of the impact of the teachers' choices on students.

#### **2.3.3.4 Mentoring in Relation to Novice Teachers Identity**

The roles of mentoring in novice teacher identity formation is discussed in Steers van Hamel's (2004) study. Through the exploration of two novice teachers and the influences of formal and informal mentoring relationships on their first year of teaching,

her study found beginning teachers were strongly influenced by significant individuals and experiences from their life histories. In addition, the findings of her study suggest that the novice teacher identity was constructed through their relationships with *informal* mentors to whom they formed an affective relationship due to shared primary discourses. In contrast, formal mentors did not shape the beginning teacher's emerging identity. The findings also suggest that, in both case studies, negotiating the relationship with formal mentors actually contributed to the beginning teachers' stress and anxiety. One teacher in her study, Ms Miner, states that her formal mentorship was disastrous. This is because she did not get the help she initially needed at the beginning of the year, and this contributed to her stress. In her study, Steers van Hamel (2004) also highlights the fact that novice teachers were constrained by their individual life histories and institutional biographies. Also, relationships with veteran colleagues who serve as informal mentors can undermine potentially emancipatory teaching practices learned during teacher education coursework.

Another study that examines the influence of mentoring to novice teachers' identity is the study conducted by Hayes (2008). In this study, Hayes investigates the ways mentors and novice teachers utilized discourse in negotiating their relationship, the role mentoring relationship played in their co-construction of knowledge about teaching, and well as the ways the knowledge of practice transform both mentors and novice teachers' individual identities. This research provided evidence of the complexity of mentoring and the ways in which discourses are constructed and changed as they are employed to engage in the activities of mentoring and to transform the identities of the relational partners. The findings of the study imply that, although the mentors and novice teachers engaged in many of the same mentoring activities, their identities as mentors, as novice teachers, and as teachers were influenced by the ways in which they negotiated power, as well as the ways in which they positioned each other.

In addition, it is also found that mentors and novice teachers who shared power and positioned each other as collaborative partners developed relationships that shaped and transformed their practices and identities. Moreover, the nature of each mentoring relationship was influenced by the discourses that constructed the socio-political context in which the mentors and novice teachers were situated, and the interdependence between the identities of mentor and novice teachers shaped not only the nature of their situated mentoring discourse, but also the ways in which the activities of mentoring were enacted.

#### **2.3.4 Teacher Learning**

Research shows that different contexts, educational discourse, and epistemologies lead to diversity of approaches in teacher learning. In 1970s and earlier, English language teacher learning took place in various teacher-training forms such as short courses like Royal Society of the Arts Certification of Teaching English as a Foreign Language to Adults (RSA-CTEFLA), and higher education like certification and degrees which involved teachers learning merely about language, literature, culture studies, and classroom teaching. Then, the field of Teaching English to Speakers of Other Language (TESOL) was introduced and the scope of teacher preparation of this field involves teacher learning about grammar and applied linguistics, learners, second language acquisition, and teaching methodologies. With the introduction of TESOL and series of publication by Richard and Nunan on Second Language Teacher Education (SLTE) in 1990s, there was also a shift in teacher learning. SLTE is not only about what teachers ‘know’ in ensuring effective second language learning, but also what teachers ‘do’. Hence, the SLTE field begins to focus on teachers’ practice. Since individuals define themselves by their practice as accordance to Lave and Wenger (1998), recent SLTE programmes begin to focus the concept of identity as an integral part of teacher learning. Additionally, as SLTE begins to address the contexts in which the language

learning take place, teacher learning is arranged in the forms of short courses and in situ professional development programme organized by their workplaces (Freeman, 2009).

Teacher learning is an important aspect of professional development. The understanding of how teachers learn is essential (Johnson, 2009), and this knowledge is prerequisite for any teacher professional development programmes to be effective. However, teacher learning has been defined as an “unstudied problem” since the 1980s in general education (Clark & Peterson, 1986) as well as in language education (Freeman, 1996). Teacher education and professional development has long been characterized by “training” or “teaching” people how to do the work of teaching. The professional literature of language teaching is stocked with stories of best methods and classroom practice, leaving the rich and complex teacher learning process unquestioned (Freeman, 1996). Professional development is expected to influence teacher practice in a way that enhances student learning and increases student achievement. However, there is not much research deeply validating what type of professional development experiences teachers need to produce a positive impact on student achievement, or how much of this impact is a result of effective professional development (Knapp, 2003).

In examining the impact of a short teacher training course in TESOL on teacher learning, Kiely and Askham (2012) propose *furnished imagination* as the key construct that provide theoretical framework for the study. Using telephone or Skype interviews, the study looked at the impact of a short teacher training course in TESOL on 27 novice teachers teaching in different countries in Europe, North America, and Asia. The study examined the impact of the course on an aspect of teacher learning, which is the extent to which novices are ready for work. Novice teachers’ readiness for work is constructed as furnished imagination, which refers to the novice teachers’ sense of belonging in the world of TESOL. The study found that the furnished imagination of novice teachers consists of knowledge, procedural awareness, skills, dispositions, and a TESOL

identity. Kiely and Askham (2012) assert that, through the combination of knowledge, procedural awareness and skills, dispositions and identity, *furnished imagination* operates as a way of understanding teacher learning, as a way of tracking professional learning, and as a way of capturing teacher learning as professional identity formation in socio-cultural terms, and as a way of validating learning within TESOL courses.

Since teachers' professional knowledge, practice and identity play an important role in exploring teacher learning that take place resulting from participation in the "Native Speaker Programme", the next section discusses existing literature on teachers' knowledge, practice and identity.

## **2.4 Teacher Professional Knowledge and Practice**

There are many constructions of knowledge in the field of education. In second language teacher education, constructions of knowledge include; practical knowledge (Elbaz, 1983); personal practical knowledge (Connelly & Clandinin, 1985); scripts and schema (Clark & Peterson, 1986); and teachers' talking and walking (Mena Marcos and Tillema, 2006). Despite various terminologies, all of the constructions of knowledge highlight and recognize the capability of teachers to construct their own knowledge-base for teaching.

In the context of the present study, the term 'teacher professional knowledge' employs the definition of Personal Practical Knowledge which Clandinin and Connelly (1987) have characterized as a "moral, affective, and aesthetic way of knowing life's educational situations" (p.59). Clandinin and Connelly (1992) has described personal practical knowledge (PPK) as follows:

It is knowledge that reflects the individual's prior knowledge and acknowledges the contextual nature of that teacher's knowledge. It is a kind of knowledge carved out of, and shaped by, situations; knowledge that is constructed and reconstructed as we live out our stories and retell and relive them through processes of reflection, (p.125)



Different study defines PPK differently although they share some likeness. For example, teachers' PPK in Borg's (2003, p.81) study, is incorporated in a general framework of teacher cognition and described as "what teachers know, believe and think". Elbaz (1983, p.5) suggests that teachers' PPK "encompasses first-hand experience of students' learning styles, interests, needs, strengths and difficulties, and a repertoire of instructional techniques and classroom management skills". On the other hand, Connelly & Clandinin (1988, p.25) explains, teachers' PPK is "found in the teacher's practice. It is, for any teacher, a particular way of reconstructing the past and the intentions of the future to deal with the exigencies of a present situation". Whereas, according to Feiman-Nemser and Floden (1986), teachers' PPK is the practitioner's personal understanding of the practical circumstances of their work environments.

#### **2.4.1 Factors Influencing Teachers Knowledge and Practice**

Borg (2003) suggests that numerous contextual sources that contributes to the formation of teachers' practical knowledge. These include; professional development programme coursework, teaching experience, knowledge about subject matter, apprenticeship of observation as a learner, personalities, engagement in reflective practice, and the school setting (Borg, 2003). Grossman's (1990) study on English teachers' pedagogical content knowledge proposes a conceptual framework considered to be the factors influencing the development of teachers' pedagogical content knowledge. Among the factors that influence teachers' pedagogical content knowledge development as proposed by Grossman (1990) include; apprenticeship of observation as learners in secondary, high school, and undergraduate classes, competency in subject matter knowledge, teacher education, and classroom experience.

Meijer et al. (1999), in their study to recognize the patterns found in 13 experienced language teachers' practical knowledge underscoring the teaching of

reading comprehension, defined six background sources that were expected to shape the content of language teachers' practical knowledge: "a) personal characteristics, b) frequency and nature of reflection, c) prior education, d) years of experience (in teaching), e) the language taught, and f) the school context" (p.61).

Research in second language education and applied linguistics has recognized the potential of prior experiences of language teachers to influence their knowledge of teaching and practice by scrutinizing the relation between teacher knowledge and prior language learning experiences. Borg (2003) asserts that, there is sufficient indication that teachers' experiences as learners can shape teachers' cognition about teaching and learning. The establishment of the cognitions through language learning experience also forms the base of early conceptualizations of L2 teaching during teacher education. In addition, according to the study, the language learning experiences continue to influence teachers in many ways throughout their careers.

Another source that contributes to the formation of language teachers' knowledge is their teaching experience as professionals. Nespor's (1987) study on the role of teachers' beliefs in shaping their professional practice provided a categorized framework on teachers' beliefs which include a category which is related to teachers' prior experiences – episodic structure. Nespor (1987 p.320) discovered that, "A number of teachers suggested that critical episodes or experiences gained earlier in their teaching careers were important to their present practices". Likewise, Moran's (1996) study documented how a participant who is a Spanish teacher relate her experience as a Spanish language learner with her professional practice and how she was influenced by her teaching experience which was facilitated by her students' reactions. All of these experiences transformed her classroom instruction. Similarly, Ulichny's (1996) study documented how her participant's prior experience as an ESL teacher was as shaped her educational beliefs in her classroom practices. The findings suggested by the cited

studies show indicate that the teachers' experience both as second/foreign language learners and teachers are potentially powerful in shaping their professional practice as teachers. Whether they are constructive or destructive, these accumulated experiences play a central role in shaping teachers' classroom instruction.

#### **2.4.2 ESL Teachers Knowledge**

With regard to ESL teachers' knowledge, a study by Golombek (1998) explored the Personal Practical Knowledge (PPK) of two American university preservice teachers. In the study, the participants' tensions in their classroom were examined by narrating their PPK. The study found that, the tensions faced by both teachers affected them morally and emotionally especially when they take into consideration the impact of their practice on their students. One of the participants in the study highlighted the tension that she faced as she found there was a conflicting objectives between striving for language fluency and accuracy. As she was required to correct students' speech, she related the practice with her own unpleasant experience of getting her Russian speech corrected by her teacher. Golombek (1998) maintained that PPK provides a framework for teachers to gain more understanding about their classroom. She asserted, "It filters experience so that teachers reconstruct it and responds to the exigencies of a teaching situation... In this way, L2 teachers' personal practical knowledge shapes and is shaped by understandings of teaching and learning" (p.459).

On the other hand, Tsang's (2004) study investigated the roles of PPK in Hong Kong pre-service ESL teachers' interactive decision-making. The findings indicated that, in explaining their classroom interactive decision-making, the participants had the tendency to relate it with their PPK. Moreover, they were inclined to recall their PPK when explaining their post-active decision- making, which enable them to make necessary adjustment future lesson plans, and to acquire new understandings of their

teaching philosophies. One of the participants for example, was discovered to be influenced by classroom management issues, time restrictions, and poor participation from students, when she was making interactive decision. Hence, most of the time, her interactive decision-making was informed “by her personal practical knowledge than by new philosophies emerging during the lesson” (p.180). Moreover, Tsang (2004) highlight the possibility of a teacher’s PPK to compete with each other. Additionally, some teachers did not have much opportunity to retrieve their PPK due to interfering classroom factors.

In her study to explore the PPK of EFL teachers in Turkey, Ariogul (2007) discusses how the teachers’ PPK are affected by three background sources namely, teachers’ prior language learning experiences, prior teaching experience, and professional coursework in pre- and in-service education. The findings of her study also imply that teachers’ knowledge is fluid, always growing through personal, professional, and educational experiences. The study also highlights that, during the construction of their knowledge, participating teachers form and reform their practical knowledge to accommodate their accumulated experience as well as learners’ needs and anticipations. The findings of the study also suggest that teacher treat each classroom experience, whether with all the students collectively or individually, as a distinctive event and at the same time they relate the event with their prior experience. Additionally, participating teachers believed that their participation in the studies on their knowledge foster their awareness about their own knowledge and at the same time informing the study. Ariogul (2007) also stresses the importance for teacher educator to stress on teachers’ vague aims, their biases, and their emotional thinking, so that they can teach them despite the in any circumstances with unclear problem and intertwined areas in order to gain the understanding about how teachers arrange and face the intricacies of teaching.

### **2.4.3 The Use of Stories to Access Teachers Knowledge**

Clandinin and Connelly (2000) stress that, the construction and reconstruction of PPK is accomplished through teachers living their stories and retelling them through conscious reflection. Golombek (2009) asserts that, PPK is expressed through stories, images and metaphors. She adds that stories serve many functions for teachers as teachers use stories to make sense of their classrooms, to express their knowledge and understandings of teaching, and as a tool to reflect on particular teaching events and students, beliefs and understandings.

## **2.5 Teacher Professional Practice**

Teachers' procedural awareness skills as well as professional dispositions are important parts of teacher professional practice. Disposition refers to the teachers' routine of the mind as well as their inclination to react to circumstances in certain ways. According to Kiely and Askham (2012), dispositions are not inborn, permanent personality traits, rather, they are the routine and inclination that can be changed. In the context of present study, the examination of novice ESL teachers' procedural awareness and skills as well as their professional disposition will validate their professional learning from participating in the 'Native Speaker Programme' and this will manifest in their practice.

Practice within the teaching arena has been used interchangeably with teaching, teaching experience, and teacher actions. Despite variations of terminology, these terms usually mean what teachers do in order to teach or to create teachable moments. Teacher professional practice in the context of this study refers to action in a social context, the fundamental essence of teachers' daily experiences, and actions related to teaching within or outside the school environment. Since, teachers' disposition is not fixed and unchangeable, teachers professional practice is also not predetermined, on the

contrary, it is contingent upon and resulting from a variety of variables, which include teachers' professional knowledge and professional identity. Therefore, teacher professional practice in this study is expected to affect and to be affected by what the novice ESL teachers know and who they are.

## **2.6 Teacher Professional Identity**

In the present study, the exploration on the role of the 'Native Speaker Programme' in novice ESL teacher identity formation tie together the elements of knowledge, practices and dispositions as dimensions of the *furnished imagination* thus, reflecting the emergence of teacher professional identity. Burns and Richards (2009) have suggested that identity, "reflects how individuals see themselves and how they enact their roles within different settings" (p. 5). Miller (2009) asserts that, in the field of TESOL, identity has been used as a concept to explore questions about the sociocultural contexts of learning and learners, pedagogy, language ideologies, and the way in which language and discourses work to marginalize or empower speakers. Identity is often conceptualized as a process of continual emerging and becoming. Among the concepts that describe identity include the notions of fluid, dynamic, contradictory, shifting, contingent identities, and "points of temporal attachment" (Hall 1996, p.6).

### **2.6.1 Teacher Identity**

In order to discuss professional identity in the field of teaching, it is first necessary to examine the concept of identity by itself. In the study by Gee (2001) identity is defined as "being recognized as a certain 'kind of person' in a given context" (p. 99). He specified, "all people have multiple identities connected ... to their performances in society" (p. 99) and went on to describe four ways to view identity. The study found that these identities are not separate from each other and exist together

within the context of a person's life and experiences. The four identities described are:

1. *Nature-identity*, which is developed from forces in nature (such as an attribute that is a state of being, such as height or hair colour);
2. *Institution-identity*, which is characterized as a position authorized by others (such as a job title or the diagnosis of a condition such as ADD);
3. *Discourse-identity*, which is an individual trait recognized through interactions with others (such as being characterized as 'charismatic', or 'introverted');
4. *Affinity-identity*, which includes experiences shared with others (such as sharing a hobby, interest, or other common feature with other individuals).

Shulman (1986) describes teachers as extremely knowledgeable individuals with the ability to transform that knowledge into teaching. Shulman (1986) describes teacher professional identities as including a strong understanding of what is needed in the classroom and, in his later work (2005), a sense of personal and social responsibility. Shulman (2005) goes on to explain that teacher professional identities are characterized by integrity, commitment, and ethical service, but also include "conditions of inherent and unavoidable uncertainty" (p. 18). This intersection between commitment and uncertainty is where a teacher exercises judgment and her professional identity is formed.

Lortie (1975) provides insight into professional identity via his study of Five Towns, which included numerous interviews with teachers. His work examines not only factors that contribute to interest in entering the field of teaching, but also the ways in which teachers are socialized into the profession. According to Lortie (1975), teachers are unique and complex individuals who want to be freed from the mundane and distracting tasks of school politics in order to focus on instruction. Since teaching

includes an element of service, it is different from other professions and requires each teacher to make sacrifices and compromises for the betterment of students.

The notion of identity by Wenger (1998) suggests an important connection between identity and practice. Identity is seen as a negotiated experience where individuals identify who they are by their engagement in community of practice. Being a member of a community of practice allows an individual to have a mutual engagement – where the individual learn how to interact appropriately with other members of in the community, joint enterprise – which serves as a guidance for the individual's perspective and focus that provide direction in their interpretation, choices and experience, as well as shared repertoire – that is by recognizing and sharing the history and language of a community of practice. Additionally, identity is also seen as a learning trajectory. Hence, identity is seen as a work in progress, shaped by individual and collective efforts, incorporating past and future experience, negotiation of trajectories, and invested histories of practice. Moreover, identity is recognized as a nexus of multimembership where individuals define themselves through how they reconcile their various practice of memberships into one identity. Furthermore, identity is also seen as a relation between the local and global where individuals negotiate local ways of belonging to broader communities.

### **2.6.2 ESL Teacher Identity**

Duff and Uchida (1997, p.451) present some of the elements that are key to understanding language teacher identity.

“Language teachers and students in any setting naturally represent a wide array of social and cultural roles and identities: as teachers or students, as gendered and cultured individuals, as expatriates or nationals, as native speakers or nonnative speakers, as content-area or TESL / English language specialists, as individuals with political convictions, and as members of families, organizations, and society at large.”



Recent literature on ESL teacher identity includes Trent's (2010) study. In this study, he examines the influence of short-term international experience programmes on the identity formation of eight Chinese ESL pre-service teachers who went for a 2-week teaching practice in Australia. Drawing on a theory of identity construction, the study found that that identity conflicts influenced the experience of student teachers throughout the programme as they struggled to reconcile past, present, and future trajectories of teacher identity. This is because, the student teachers formed fixed partitions between various characteristics of teachers and teaching they encountered locally and abroad. These partitions were revealed in antagonistic associations between various characteristics of EFL teachers and approaches they associated their own related teaching experience with as well as the teacher identities that they believed to be accessible to them in the Hong Kong education system.

Ezer, Gilat and Sagee (2010) conducted a study to explore how student teachers' perceptions of teacher education contribute to their professional life as novice teachers during the period of internship. The participants of the study were 97 fourth year student teachers from a Bachelor of Education degree programme. Among the significant findings of the study is pertaining the motivational aspect of teaching where participants recognize teaching profession as intrinsically rewarding. The findings suggested that participants perceive teaching as a profession that allow self-realisation, provide direction and aims, and enable lifelong growth and professional learning. Additionally, the participants believed that the dissemination of universal values as the most vital component in the roles played by a teacher. Moreover, the findings suggests that participants' inclination to employ constructive approach for their lessons.

On the other hand, Tsui's (2007) study, which took place in the People's Republic of China, employs a narrative inquiry to explore the identity formation of an EFL teacher, Minfang. Based on Wenger's (1998) social theory of identity formation,

her study explore Minfang's experience as an EFL learner and EFL teacher during his six years as a teacher, how he faced challenges in dealing with multiple identities, the relationship between reification and negotiation of meanings and also the institutional formation and his personal reformation of identities. This study signals the intricate relationship between participation, capability, and validity of access to practice; between the adoption and ownership of meanings, the significance of involvement, and the mediating role of power relationships in the process of identity formation. Consequently, the findings of the study indicate the need for teacher educators and teacher mentors who are working with novice teachers to recognize these complexities.

### **2.6.3 Identity and the Nonnative Teacher**

In accommodating the growing demand for ESL teachers, there is an increase need for nonnative English teachers. This generates concern pertaining their roles and teaching efficiency. Therefore, nonnative English teachers' concerns, perceptions, identities, and the exploration of the classification of "nonnative English-speaking professionals" in TESOL have drawn a huge attention. In addition, Medyes (1992) points out that the disputes that compare the effectiveness between native speaker (NS) and nonnative speaker (NNS) has become a subject for debate for years. In his study, Medyes scrutinizes the issue of linguistic acceptability among NS and NNS teachers of English. He considered nonnative English teachers as inferior and handicapped in reference to language competence as a variable of teaching skills. However, he suggests that nonnative English teachers possess the following strengths; as imitable models for learners to emulate, more capable in teaching learning strategies, expose learners with more background knowledge about the English language, capable of predicting challenges faced by learners, more compassionate in accommodating learners' need, capable of facilitating learners' language learning through shared mother tongue.

On the other hand, Philipson (1992) discusses the relationship between the native and nonnative-speaking professionals labelling the issue the “native speaker fallacy”. In his study, he opposes the notion that the ideal teacher of English is a native speaker. He asserts that, nonnative teachers are also capable of developing knowledge about English language, language acquisition and learning process, and the skill to examine and describe the language. In addition, he suggests the possibility for the characters attributed to native speakers of English to be achieved through teacher preparation. Phillipson (1992) also points out that native speakers without training and qualification is a “menace because of ignorance of the structure of the mother tongue” (p.14) thus should be “prevented from practicing”. He also stresses the central role of ELT teacher preparation programme, and professionalism required formation and legitimation of a particular understanding or expertise.

Varghese, Morgan, Johnston and Johnson (2005) in their important theory-building article on language teacher identity, features Johnson’s (2003) case study of Marc, a young Hispanic woman, and highlights the contradictory and evolving identities of nonnative speakers in becoming an English teachers. Marc identifies the role of the “other” in defining some restrictions of possibility in identity formation for young teachers. She labels herself since leaving Mexico. She says:

“Here I am an ESL learner, Latina, Mexican, woman, single, Catholic, student of colour, nonnative English teacher, minority, Hispanic, bilingual, and I don’t know what else...people just label me.” (p. 27)

Johnson (2003) argues that, “the evolution of Marc’s teacher identity and the moment-to-moment production of identity” (p. 27) are not explained by social and psychological identity theory.

## **2.7 Summary**

The review provides a discussion of existing literature on teacher professional development and teacher learning. Teachers' professional knowledge, teacher professional practice and teacher professional identity are the domains chosen in this study, in accordance to furnished imagination, to explore the role of the "Native Speaker Programme" on novice teachers' learning experience. The next chapter will detail the methodology for the study, including research design, sampling and explanation of the data collection and data analysis procedures.

## **CHAPTER 3: METHODOLOGY**

### **3.1 Introduction**

The purpose of this study is to explore ESL novice teacher learning by examining the influences of the Native Speaker Programme on ESL novice teachers' professional knowledge, their professional practice and their professional identity. This chapter deals with the research methods and procedures that were used for this study. It consists of eight sections: (a) the research design, (b) context of the study, (c) selection of participants for the study, (d) data collection technique and sources of data, (e) data analysis, (f) data synthesis, (g) validity and reliability, and (h) conclusion.

### **3.2 The Research Design**

This study used multiple case study approach within a qualitative interpretive research design. This is because, the case study offers insight into the phenomenon being studied, teacher learning, as it exposes real life situations. Stake (2000) indicates that the goal of the case study is to offer a deeper awareness about the subject, which may in turn influence practice. Merriam (2001 p.41) argues, "case study has proven particularly useful for studying educational innovations for evaluating programs and for informing practice".

Qualitative approach is suitable to be employed in this study due to its nature which allows thick description of the context and the particulars of a phenomenon in order to gain an in-depth understanding of the situation in accordance with the purpose of this study, which is to explore ESL novice teacher learning during their participation in the Native Speaker Programme. By adopting a qualitative method, this study is able to look thoroughly into the "unstudied problem" by exploring teacher learning through the examination of the roles that the programme plays in teacher professional

knowledge construction, teacher professional practice as well as teacher professional identity formation.

Furthermore, qualitative researchers strive to understand the meaning of action to the participants and thus they are closer to the language of practice. In contrast, quantitative researchers define the problems of practice in their own terms, not in terms of practitioners, and tend to generate knowledge that is not immediately understandable to the practitioner (Bolster, 1983). Thus, qualitative approach meets the need of the present study, which also aims to inform policymakers, administrators and other major stakeholders in education on the ESL novice teachers' learning experience in the Native Speaker Programme.

Case studies were used in this research to explore teacher learning that took place during a professional development programme through incorporating the voice of the practitioners who have experience of the programme. Aligned with the research questions of the present study, case studies allowed the present study to focus on a particular event, which is the learning experience of the novice ESL teachers in primary schools, who were participating in the Native Speaker Programme. Moreover, case studies clarify the reader's understanding of the phenomenon under study. Through the employment of case study as the research design in the present study, readers can generate the discovery of new meaning, expand the readers' experience, or confirm readers' prior understanding. On the other hand, multiple cases in this study allow the researcher to compare each case to provide an insight into an issue. Instead of studying one case of novice ESL teacher participating in the Native Speaker Programme, the present study explored four cases. The findings of the present study will first present the four individual cases and then it will offer a cross-case analysis suggesting a general explanation about the learning experience of novice ESL teachers in the Native Speaker Programme.

### **3.3 Context of the Study**

This study took place during the implementation of a professional development programme, the Native Speaker Programme, which aimed to enhance the capacity of ESL teachers in primary schools. This programme was implemented for three years, from 2011 to 2013. A sense of need to know and understand teacher learning that took place during the programme, formed the foundation of this study. In this programme, participating ESL teachers received 75 hours of professional input through individual mentoring at least once a fortnight, in situ mentoring and training, as well as cluster and zone level training which was known as Teacher Professional Development (TPD) workshops conducted by their NES mentors.

With this programme, the participating ESL teachers were expected to enhance the quality of their classroom teaching and learning. Furthermore, the participating teachers were expected to develop a reasonable amount of quality and suitable resources that can be used appropriately for teaching English. In addition, they were expected to show improvement in their English language proficiency. In addition to attending TPD workshops, which were conducted by the NES mentors, the participating ESL teachers were also observed by their NES, mentors twice weekly during the visits to their schools. During these visits, NES mentors gave teachers feedback on how to enhance the quality of teaching. NES mentors also were encouraged to facilitate the teachers' teaching and learning activities through co-teaching. In order to evaluate the participating ESL teachers' improvement in their English language proficiency, the participating ESL teachers were assessed through an assessment instrument jointly developed and agreed upon by all three appointed vendors: Specialist Management Resource Human Resource Group (SMR HR Group), Brighton Education Group, and British Council Malaysia.

### **3.4 Selection of Participants for the Study**

The selection of participants for the study started in June 2012. As a former primary school ESL teacher, the researcher had connection with several novice teachers who took part in the Native Speaker Programme. Initially, seven novice teachers who participated in the programme were approached and contacted by phone or through Facebook and they were invited to take part in the study. Out of the seven novice teachers, five of them expressed their genuine interest and willingness to participate in the study. However, one of them stated that she was planning to apply for study leave to pursue a Master's degree in a local university. Hence, only four novice teachers were selected as participants in the present study.

Creswell (1994) maintained that the researcher must not choose more than four cases; the more cases studied, the greater the tendency to sacrifice depth of interpretation. This study explored each participant's experience to obtain a deep understanding of their learning experience, providing rich description and to glean a detailed and holistic picture of the roles of the Native Speaker Programme in novice ESL teachers' identity formation, personal practical knowledge construction, as well as practice. Therefore, only four participants were selected for this study, two male and two female novice teachers.

The selection of the four ESL novice primary school teachers was based on purposeful sampling. According to Merriam (1998), the assumption of what a researcher wants to discover, understand and gain, form the foundation of purposeful sampling. Therefore, the researcher chose a sample from which "the most can be learned" (Merriam, 1998 p. 61). The criteria for selecting these particular novice teachers were based on convenience sampling, which is one of the types of purposeful sampling. Hence, the selection of the participants in the study was based on the



convenience of “time, money, location, availability of sites or respondents, and so on” (Merriam, 1998 p. 79). The criterion of a maximum of three years of teaching experience was also adopted.

Maxwell (1996 p.72) points out, “sampling decisions should also take into account your research relationship with study participants, the feasibility of data collection, validity concerns, and ethics”. Therefore, the selection of the participants of the study was based on close and collegial relationship between the researcher and the participants. These relationships facilitated the study, as the participants were more likely to be candid about their learning experience in the Native Speaker Programme. Thus, this study was less likely to create ethical problems arising from the researcher’s discovery of potentially unfavourable information about the participants. In addition, the participants were selected for their ability to reflect critically on their experience and their willingness to participate in this study so that they can provide rich data.

In this study, the case is bounded by the fact that, only novice ESL primary school teachers took part in the study and these teachers participated as mentees in the Native Speaker Programme. Before the beginning of the data collection, a questionnaire (Appendix A) on the demographic information and consent form (Appendix B) were given to the selected participants. The participants were also informed of their right to withdraw from participating in this research at any time during the conduct of this research. The participants were also briefed on the research purposes, research procedure, the expected amount and level of involvement from them and the implication of this research on them prior to the data collection. The summary of demographic information of the selected participants is illustrated in Table 3.1. For the purpose of writing the research findings, the real names of the participants were not revealed. Instead, they were given pseudonyms namely, Farhan, Nadya, Hafiz, and Suzanna.

Detailed description about participants will be provided in the findings chapter – Chapter 4.

**Table 3.1: Novice ESL Teachers Demographic Information**

<b>Name</b>	<b>Years of Teaching Experience</b>	<b>Qualifications</b>	<b>Location of the School</b>	<b>Period of time in participating in the Native Speaker Programme</b>
<b>Farhan</b>	2 years 6 months	B.Ed TESL (Primary Education)	Rural	2 years
<b>Nadya</b>	2 years	B.Ed TESL (Primary Education)	Sub-urban	1 years 6 months
<b>Hafiz</b>	Less than 1 year	B.Ed TESL (Primary Education)	Rural	Less than 1 year
<b>Suzanna</b>	2 years 6 months	B.Ed TESL (Primary Education)	Rural	2 years 6 months

### **3.5 Data Collection Technique & Sources of Data**

The Native Speaker Programme was implemented for three years, from the year 2011 to 2013. With the permission from Malaysian Ministry of Education, the data collection for the present study took place throughout the final year of the implementation of the programme, from January 2013 to December 2013. To generate the information needed for this study, three data collection techniques were employed: 1) in-depth interview; 2) observation; 3) documents analysis. The use of multiple instruments enhanced the credibility of the findings and interpretations of this study (Miles & Huberman, 1994). This section describes each of these data techniques, provides a rationale for their use, and provides information about how they were be used.

### **3.5.1 In-depth Interview**

This study explored the learning experience of novice ESL teachers participating in the Native Speaker Programme. Thus, the most suitable primary research tool for collecting this kind of data was interviewing. According to McCracken (1988 p.9), an interview is “one of the most powerful methods in the qualitative armoury” providing the researcher with “the opportunity to step into the mind of another person, to see and experience the world as they do themselves”. In the context of the present study, this was particularly helpful to illuminate the “how” and “why” elements of teacher learning phenomena. The interview technique in this study provided an opportunity to secure a full description of the participants’ learning experience and it allowed participants to describe in their own words their feelings, perceptions and experiences in detail.

In this study, in-depth interview was chosen because it offered flexibility for the participants to provide in-depth discussion of their views from their own perspectives. In addition, the types of questions asked and their wording have a significant bearing on the data collected. Based on the conceptual framework and literature review, an interview protocol (Appendix C) was developed to encourage the participants to describe and evaluate their own learning experiences thoroughly and freely from their own perspectives and was modified during the interviews when new insights arise from the process. The interview protocol served as guidance during the interview to make sure that all relevant domains of the three research questions were covered and this include:

- Novice teachers’ background information (context, teaching experience, academic background)
- Novice teachers’ general information on their involvement in the Native Speaker programme

- Novice teachers' view and attitude about the Native Speaker Programme
- Challenges faced by the novice teachers during their first year of teaching
- Novice teachers' view on how the Native Speaker Programme influences their knowledge, practice, and identity as ESL teachers
- Novice teachers' hope and aspiration as ESL teachers in primary schools

Upon receiving the written approval of the Ministry of Education and the state education departments, a series of interviews was carried out for each novice teacher. On the other hand, verbal permission from the headmaster and headmistress of the school was obtained during the researcher's visits to respective schools. The participants would inform the researcher on the suitable dates for her to visit their schools to conduct the interviews. Most of the time the researcher would conduct the interview and carry out both classroom and TPD observations during each visit. All the interviews were conducted face-to-face and audiotaped for transcription purposes. Each interview was approximately between thirty to ninety minutes long and the frequency of the interviews was between four to five times varying between the participants. The interviews were conducted in the participants' school or at a place of their choice as informally as possible so as to obtain their actual learning experience during the Native Speaker Programme. The interviews were transcribed immediately and the researcher reviewed each transcription with written notes from the interview while listening to the corresponding tape. Table 3.2 specifies the timings, places, frequency and intervals of the in-depths interviews with each individual participant.

### **3.5.2 Observations**

Just like the interview, observation is a primary source of data in qualitative research (Merriam, 2009). In the context of this study, observation was used as a data

collection technique because it allowed the researcher to access elements that had become routine to the participants, which may lead to understanding of teacher learning experience. Another reason for observation in this study is to provide some knowledge of the context as well as to provide specific incidents that can be used as reference points for subsequent interview. In addition, observation also allows the researcher to capture events that the participants are not able and willing to discuss.

Upon receiving the written approval from the Ministry of Education and the district education offices, two kinds of observations were carried out for this study. In the first kind of observation, the researcher observed the novice teachers' learning activities and interaction between NES mentors and the participating novice ESL teacher in their Teacher Professional Development (TPD) workshops. The mentors were first informed about the observation through formal letters from the researcher and verbal permissions from the mentors were obtained before the researcher carried out the observations on TPD workshops. Since TPD workshops were held once a fortnight or once a month varying between participants, the participants would inform the researcher the date of workshop. Each TPD workshop observation was approximately three hours long and the frequency of the observations was between two to three times varying between the participants.

Although the researcher initially intended to video-record the TPD workshops observation, the researcher was not granted the permission from the mentors. Hence, only a slim and unobtrusive audio recorder was used. The audio recorder was placed on the table and field notes was recorded. In this observation, the researcher played a role of a non-participating observer. The TPD Workshops Observation Guide (See Appendix P) was used to provide focus during this observation with the following points as the foci of the observation: novice teachers' attitude towards the mentors, novice teachers' participation in the activities conducted by the mentors, knowledge

presented in the TPD workshop, and novice teachers' disposition throughout the the TPD workshop.

Then, the recorded audio from the TPD workshop observation was examined and and compared with the fielnote. Researcher revised the fieldnote and added necessary notes based on the recorded audio. Samples documentation of the TPD workshop observations that are in the form of fieldnotes can be seen in Appendix J. Table 3.2 specifies the timings, places, frequency and intervals of the TPD workshops observations with each individual participant.

In the second kind of observation, the researcher observed the novice teachers' teaching and learning activities in the classrooms. This observation allowed the researcher to examine the novice teachers' practice as ESL primary school teachers. The classroom observations were approximately about sixty minutes and the frequency of the observations was between two to three times varying between the participants. Since the novice teachers were uncomfortable to be video-recorded, only a slim and unobtrusive audio recorder was used. Field notes were recorded and the researcher played the non-participating observer role. The Classroom Observation Guide (See Appendix Q) was used to provide focus during this observation with the following points as the foci of the observation: novice teachers' knowledge demonstated in the classrroom teaching and learning activities, students' engangement in the lessons, novice teachers' classroom practices pertaining to classroom management, the way they motivate students, teaching methodology, and teaching materials, as well as teachers' disposition while conducting the teaching and learning activities.

**Table 3.2: Summary of Data Collection**

Data Collection Techniques	Farhan	Nadya	Hafiz	Suzanna
<b>In-depth interview</b>	<p><b><u>Interview 1 (FIT1)</u></b> Date: 15/05/2013 Duration: 30 min. Topic: Introduction</p> <p><b><u>Interview 2 (FIT2)</u></b> Date: 19/06/2013 Duration: 37 min. Topic: Knowledge</p> <p><b><u>Interview 3 (FIT3)</u></b> Date: 03/07/2013 Duration: 30 min. Topic: Practice</p> <p><b><u>Interview 4 (FIT4)</u></b> Date: 03/07/2013 Duration: 30 min. Topic: Identity</p> <p><b><u>Interview 5 (FIT5)</u></b> Date: 07/10/2013 Duration: 60 min. Topic: Identity</p>	<p><b><u>Interview 1 (NIT1)</u></b> Date: 14/03/2013 Duration: 30 min. Topic: Introduction</p> <p><b><u>Interview 2 (NIT2)</u></b> Date: 30/04/2013 Duration: 30 min. Topic: Knowledge</p> <p><b><u>Interview 3 (NIT3)</u></b> Date: 04/09/2013 Duration: 30 min. Topic: Practice</p> <p><b><u>Interview 4 (NIT4)</u></b> Date: 18/09/2013 Duration: 60 min. Topic: Identity</p>	<p><b><u>Interview 1 (HIT1)</u></b> Date: 18/06/2013 Duration: 60 min. Topic: Introduction &amp; Knowledge</p> <p><b><u>Interview 2 (HIT2)</u></b> Date: 01/07/2013 Duration: 39 min. Topic: Practice</p> <p><b><u>Interview 3 (HIT3)</u></b> Date: 02/10/2013 Duration: 32 min. Topic: Identity</p> <p><b><u>Interview 4 (HIT4)</u></b> Date: 02/10/2013 Duration: 32 min. Topic: Identity</p>	<p><b><u>Interview 1 (SIT1)</u></b> Date: 12/09/2013 Duration: 50 min. Topic: Introduction</p> <p><b><u>Interview 2 (SIT2)</u></b> Date: 12/09/2013 Duration: 30 min. Topic: Knowledge</p> <p><b><u>Interview 3 (SIT3)</u></b> Date: 26/09/2013 Duration: 30 min. Topic: Practice</p> <p><b><u>Interview 4 (SIT4)</u></b> Date: 04/10/2013 Duration: 30 min. Topic: Identity</p> <p><b><u>Interview 5 (SIT5)</u></b> Date: 10/10/2013 Duration: 62 min. Topic: Identity</p>
<b>TPD Workshop Observation</b>	<p><b><u>Workshop 1 (FTF1)</u></b> Date: 15/05/2013 Duration: 180 min. Topic: Grammar, Games, Story-telling</p> <p><b><u>Workshop 2 (FTF2)</u></b> Date: 19/06/2013 Duration: 180 min Topic: Grammar, resources, games, reflection</p> <p><b><u>Workshop 3 (FTF3)</u></b> Date: 03/07/2013 Duration: 180 min. Topic: Types of learners, games, reflection</p>	<p><b><u>Workshop 1 (NTF1)</u></b> Date: 30/04/2013 Duration: 180 min. Topic: Games, grammar, Manglish, classroom instruction.</p> <p><b><u>Workshop 2 (NTF2)</u></b> Date: 04/09/2013 Duration: 180 min. Topic: Grammar, resources.</p>	<p><b><u>Workshop 1 (HTF1)</u></b> Date: 18/06/2013 Duration: 180 min. Topic: games, group roles.</p> <p><b><u>Workshop 2 (HTF2)</u></b> Date: 01/07/2013 Duration: 180 min. Topic: Peer reflection, games (presentation), lesson evaluation</p>	<p><b><u>Workshop 1 (STF1)</u></b> Date: 11/06/2013 Duration: 180 min. Topic: Types of learners, Jazz chants</p> <p><b><u>Workshop 2 (STF2)</u></b> Date: 02/07/2013 Duration: 180 min. Topic: songs, stress &amp; intonation</p>
<b>Classroom Observation</b>	<p><b><u>Class 1 (FCF1)</u></b> Date: 15/05/2013 Duration: 60 min. Class: Year 1 Topic: Phonics</p> <p><b><u>Class 2 (FCF2)</u></b> Date: 19/06/2013 Duration: 60 min. Class: Year 1 Topic: Shapes</p> <p><b><u>Class 3 (FCF3)</u></b> Date: 03/07/2013 Duration: 60 min. Class: Year 1 Topic: Phonics</p>	<p><b><u>Class 1 (NCF1)</u></b> Date: 14/03/2013 Duration: 60 min. Class: Year 1 Topic: Adjectives</p> <p><b><u>Class 2 (NCF2)</u></b> Date: 04/09/2013 Duration: 60 min. Class: Year 1 Topic: Phonics</p> <p><b><u>Class 3 (NCF3)</u></b> Date: 18/09/2013 Duration: 60 min. Class: Year 1 Topic: Clothes</p>	<p><b><u>Class 1 (HCF1)</u></b> Date: 18/06/2013 Duration: 60 min Class: Year 2 Topic: Hobbies</p> <p><b><u>Class 2 (HCF2)</u></b> Date: 02/07/2013 Duration: 60 min. Class: Year 2 Topic: Clothes</p> <p><b><u>Class 3 (HCF3)</u></b> Date: 03/10/2013 Duration: 60 min. Class: Year 5 Topic: Drama, role-play</p>	<p><b><u>Class 1 (SCF1)</u></b> Date: 26/09/2013 Duration: 60 min. Class: Year 2 Topic: Phonics</p> <p><b><u>Class 2 (SCF2)</u></b> Date: 04/10/2013 Duration: 60 min. Class: Year 2 Topic: Recycling</p> <p><b><u>Class 3 (SCF3)</u></b> Date: 10/10/2016 Duration: 60 min. Class: Year 2 Topic: Verbs</p>
<b>Personal Document Collection</b>	Workshops notes, circulars, lesson plans, brochure, teaching aids, photos and records were collected during each visit to participants' schools and through email, Facebook, and Dropbox from January 2013 to December 2013.			

Then, the researcher reviewed the recorded audio of observation with the field notes taken during the observations. Researcher revised the fieldnote and added necessary notes based on the recorded audio. Samples documentation of the classroom observations that are in the form of fieldnotes can be seen in Appendix K. Table 3.2 specifies the timings, places, frequency and intervals of both TPD workshops and classroom observations with each individual participant.

### **3.5.3 Personal Documents Analysis**

According to Creswell (2011), documents are a constructive source of information in qualitative research. Merriam (2009) argues that documents provide data that is stable, as the presence of the researcher does not alter what is being studied. Documents also provide data that are objective and unobtrusive. In the context of the present study, documents such as participants' notes, lesson notes, circulars, lesson plans, brochure, materials that they develop or receive during the programme, photos, records, and other potentially useful documents were collected with their permission. Hence, the researcher would request for those relevant documents during each visit to participants' schools. In addition, participants mailed the researcher with related personal documents through email, Facebook, and Dropbox. The personal document collection took place from January 2013 to December 2013. These documents were valuable as they provide and support the evidence of teacher learning that take place during the programme. In this study, the collected documents were used to supplement data from the interviews and observations. The collected documents provided the researcher with greater access in examining ways in which the Native Speaker Programme influences the novice teachers' knowledge, practice, and identity. Hence, this allowed the study to provide a rich description of the case which is important for case studies research.



### **3.6 Data Analysis**

This section discusses how the researcher analysed the data collected from all three major sources and the methods that were used in the analysis and synthesis process. Data collection and analysis occurred concurrently during the research. Mackey and Grass (2005) maintain that researchers usually employ cyclical data analysis when analysing qualitative data. Each interview was transcribed and the general questions on themes were used as guidance to answer the three research questions. General Questions and sub questions employed during interviews include: 1) novice teachers' views on the contribution of the Native Speaker Programme in their professional knowledge construction, 2) their views on the influence of the Native Speaker Programme on their professional practice, and 3) their views on the roles of the Native Speaker Programme in their professional identity formation. Marshall and Rossmann's (2006) seven analytical stages were chosen to guide the analysis of this study: 1) organising the data; 2) immersing in the data; 3) generating categories and themes; 4) coding the data; 5) offering interpretation; 6) searching alternative understandings; and 7) writing the findings.

#### **3.6.1 Organizing the Data**

In qualitative data analysis, organizing the data is the most crucial stage as Huberman and Miles (1994) asserts, "how data are stored and retrieved is the heart of data management...". Additionally, Berg (2007) suggests that, it is important for the researcher to a systematic and functional data storage and retrieval method. This is to allow the researcher to be fully aware with the all the collected data, to retrieve the data conveniently, and to ensure efficient data analysis and records. In this study, the data consisted of: 1) in-depth interviews transcripts; 2) TPD workshop observations field notes; 3) classroom observations field notes; 4) relevant documents. There were

altogether approximately 12 hours of interviews, 27 hours of TPD workshop observations, 12 hours of classroom observations, 21 field notes, and hundreds of teachers' personal documents like lesson plans, lecture notes, teaching aids, and teachers' reflection.

It is undeniable that the use of computer software is able to assist researcher in analyzing qualitative data analysis. In this study, the researcher initially intended to use Nvivo to organise and to analyse the data. However, after a few attempts in using Nvivo, the researcher felt 'detached' and 'distant' from the data. Hence, the researcher chose to manually organise and analyse the data as through this way, the researcher felt she was able to keep track with the data effectively and to interact with the 'soul' of the data conveniently.

The process of transcribing the interview data was done immediately after each interviews. To ensure the researcher to fully immerse in the data, the all the transcriptions were done by the researcher. Then, the researcher listened to all interviews and compared it with the interview transcripts and the notes taken during the interview before making necessary revision to the transcriptions. For the fieldnotes from the observations, the researcher immediately listened to the recorded audio after each observation. The audio was compared with the fieldnote from the observation and the resesearcher made necessary revision in the fieldnotes. Then, the transcriptions and fieldnotes were sent to the participants to ensure accuracy and transparency and amendments were made btrased on the feedback given by the participants. The researcher created one file for each participant and store all the interviews transcripts and observation fieldnotes accordingly. Each document is named accordingly and this can be seen in Table 3.2.

### **3.6.2 Generating Categories, Themes, and Patterns**

In this study, inductive data analysis approach (Mackey and Grass, 2005) was used was employed in generating categories, themes and pattern. Inductive data analysis approach allows the emergence of research findings based on the themes that are recurrent, prevailing, and noteworthy within the raw data. Mackey and Grass (2005) maintain that researchers' postulation and understanding are important in shaping the outline of qualitative analysis. In generating categories, themes and patterns from the raw data which include interview transcripts, observations fieldnotes, and teachers' personal documents, the data were first examined repeatedly until the researcher was able to identify the evidences that provide the answers to the research questions.

In identifying the evidences that could be the answers to the research questions, the researcher paid specific attention on the ways in which the Native Speaker Programme influence the novice teachers' professional knowledge, practice, and identity. Hence, based on the patterns shown by the raw data, the researcher managed to form three categories out of the evidences from the raw data namely; novice teachers' professional knowledge, novice teachers' professional practice, and novice teachers' professional identity. After immersing intensely in the data by continuously rereading each interview transcripts and observations fieldnotes, as well as reexamining teachers' personal document, the researcher managed to identify several tentative themes for each categories before she began coding the data.

### **3.6.3 Coding the Data**

In the process of data coding, the researcher focused on ways in which the Native Speaker Programme influences the novice teachers' professional knowledge, practice, and identity by referring to the identified tentative themes. To find the answers for each research question, each interview transcript, observation fieldnote, and

**Table 3.3: Coding Map for the Influence of the Native Speaker Programme on Novice ESL Teachers' Professional Knowledge, Practice, and Identity**

Themes	Subthemes
<b>Category 1: Professional Knowledge</b>	
<b>a) Bridging the Gap</b>	Revisiting knowledge, Theory versus practical, Complementing the existing knowledge, and Reinforcing existing knowledge
<b>b) Expansion of Knowledge-base</b>	Knowledge about language, Pedagogical Content knowledge, Knowledge of Students, General Pedagogical Knowledge, Knowledge of Context, and Process Knowledge
<b>c) Accommodating Mentor</b>	Thoughtful, Dedicated, Considerate, Committed, Unintimidating, Motivating, and Helpful
<b>d) Guidance from the Expert</b>	Facilitator, Speaking Partner, The source of reference, The Native Model, Lack of understanding on ESL learner, Superior native speaker status, and Agent of change
<b>e) Enriching Learning Activities</b>	Communicative environment, Demonstration, Platform for exchange of ideas, Motivating, Platform for exchange of ideas, Learning by doing, Hands-on inputs, and Peer teaching
<b>Category 2: Professional Practice</b>	
<b>a) Classroom Management</b>	Attention grabber, Rules establishment, Caning, Clear instruction, Cooperative learning
<b>b) Motivating Students</b>	Intrinsic motivation, Extrinsic before intrinsic, Enjoyable activities, Seating Arrangement, and Extrinsic motivation
<b>c) Methodology</b>	English as the medium of classroom instruction, Emphasizing reading skills, The use of first language in the classroom, More than just writing, Total Physical Response Approach, English as the main medium of classroom instruction, and Communicative language teaching (CLT)
<b>d) Teaching Materials</b>	Teacher-made materials, More than just textbook, Authentic versus non-authentic materials, Concrete experience, and Personalization.
<b>e) Reflective Practice</b>	Reflect, Equate, Evaluate, Merely for documentation, Valuable feedback
<b>Category 3: Professional Identity</b>	
<b>a) Accountability</b>	Responsible, Passionate, Demotivated, and Conscientious.
<b>b) Compassion</b>	Approachable, Understanding towards the students, Empathy towards the students, Tolerant, Good rapport, and Faith
<b>c) Self Confidence</b>	Expert of the field, A better teacher, Appreciated, On the right track, Secure, and Respected
<b>d) Non-nativeness</b>	Embracing non-nativeness, Not a 'Mat Salleh', Strengths of non-native ESL teachers, Positive work ethics, and Speak more English
<b>e) Contentment</b>	Satisfied, Love teaching, More optimistic, and A rewarding career

teacher's document was scrutinized carefully. The researcher assigned different colour in highlighting relevant data manually. In ensuring the transparency of the analysis, the coding process was done in three times with a week interval between each time. Then, the researcher compared the three sets of coding, and made necessary revisions. Since some of the themes were overlapped with each other, the researcher finalyse the themed as can be seen in Table 3.3: Coding Map for the influence of the Native Speaker Programme on novice ESL teachers' professional knowledge, practice, and identity. Then, the researcher began writing the findings which will be presented in Chapter 4.

Since the present study employs multiple case studies approach, it involved collecting and analysing data from several cases. There were two stages of analysis in this study: the within-case analysis and the cross-case analysis. In within-case analysis, each case was treated as a comprehensive case in and of itself. Then, data were gathered and this allowed the researcher to find out about the contextual variables that might have bearing on the case. Cross-case analysis began once the analysis of each case was completed. According to Merriam (2009), a qualitative multiple case study aims to build abstraction across cases. Therefore, in cross-case analysis, the researcher attempted to build a general explanation that represents the individual cases.

#### **3.6.4 Data Triangulation**

This study employed data triangulation as one of the ways to ensure the trustworthiness of the study. The interview transcripts serve as the main data in this study. Therefore, the transcripts were read repeatedly to construct categories and themes. As the researcher read the transcripts, notes, comments, observations, and queries were recorded. The responses to the following three general questions helped to provide a thick and rich description of the learning experience of the participants. These responses were also checked against the researcher's notes, field notes from the

observations and analysis of the documents collected in order to look for similar or different responses. This process of making notations is also known as coding and the researcher assigned code to each piece of data. Similarly, data from the researcher's notes, field notes from the observations and analysis of the documents collected went through the same process for category construction. Then, the researcher sorted the categories and data into themes relevant to the research questions, before naming each theme. In order to assist the data triangulation process, the researcher referred to prepared tables (Appendix D) that explained how the data was going to be analysed in accordance to each research question.

### **3.7 Data Synthesis**

Synthesis involves putting the categories resulting from the coding process together to reconstruct a holistic and integrated explanation. To synthesize the data, the researcher identified some major patterns or themes that are linked together, either similarly or differently, that collectively described or analyse the novice ESL teachers' learning experience. Then, within categories, patterns was compared and contrasted and this was followed by patterns across categories. Finally, the researcher situated the findings with respect to prior research on teacher learning and professional development, and compare and contrast them with issues that have been discussed in the broader literature on teachers' professional knowledge, teacher professional practice and teacher professional identity. With the completion of the analysis and synthesis, the researcher formulated a conclusion and developed various implications to the body of knowledge, theory, practice in Second Language Teacher Education and future research.

### **3.8 Trustworthiness and Transferability**

*Trustworthiness* (Lincoln & Guba, 1985; Merriam, 1998; Riessman, 1993) provides a reconceptualization of the notion of validity and reliability for qualitative research. The trustworthiness of the study was ensured through triangulation. Triangulation, as described by Denzin (1978) is of four types: (a) data triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) methodological triangulation. The study used data triangulation, where multiple sources of data were gained from different kinds of data collection techniques namely; in-depth interviews, classroom observations, TPD workshops observations, and document analysis. By using this strategy, the researcher was able to test a source of information or data against another in order to detect and discard any inconsistencies in the explanation of the findings. In this study, the influences of the Native Speaker Programme on novice teachers' professional knowledge, practice, and identity, as expressed by the participants, were validated by follow up interviews with the participants as well as through researcher's observation on their TPD workshops and classroom teaching and learning.

Additionally, prolonged engagement was used to ensure trustworthiness. Prolonged engagement, which refers to researcher's effort to become a part of the research setting by frequent field returns, was maintained through researcher's frequent visit to participants' setting during data collection. It also involves interacting with participants for an extended period of time. Hence, in this study, the data collections that include series of observations, interviews as well as document collection were conducted within a year duration of time or until data saturation. In addition to assisting the triangulation of the data, this led and facilitated the process of being thoroughly familiar with the research setting by building an atmosphere of comfort and trust.

Furthermore, the trustworthiness of the study was assured through member checking. In this study, member checking was a regular part of the interviewing process as the researcher spent adequate portions of follow-up interviews asking the participants to confirm, critique, or correct the researcher's interpretations of their words from previous interviews or even from earlier in the same interview. Also, the participants were given the reports of their statement in their interviews and were allowed to clarify, modify, and affirm whatever had been said to the researcher. This strategy allowed the researcher to ensure the findings were free from her biases and misunderstanding.

*Transferability* (Lincoln and Guba, 1985; Merriam, 1998) provides a reconceptualization of the notion of generalizability for qualitative research by allowing the findings of qualitative research to resonate with other contexts. This study aims to provide trustworthiness through rich and thick description of data, typicality of participants involved and multisite designs as participants came from various schools so that this study covered the experience of novice ESL primary school teachers who are involved in this programme. By providing detailed account of the research setting, the study allowed the readers to find similar experiences, which enabled them to transfer the findings to their contexts. These strategies would also enable the research to be replicated and provide consistency.

### **3.9 Limitation**

This study focus on the learning experience of novice ESL teachers participating in the Native Speaker Programme because it allows the study to provide an understanding of novice teacher learning in an early training context as accordance to Kiely and Askham's (2012) construct of 'Furnished Imagination'. This study analyses data from a limited and purposeful sample – novice ESL teachers participating in the Native Speaker Programme. Hence, it does not allow for generalizability. Nevertheless,



this study provides thick descriptions of the findings that allow for transferability (Lincoln & Guba, 1985). This enable the findings resonate with other contexts through detailed account of the research setting. Thus, the readers of this study could find similar stories and experiences in order to allow them to transfer the findings to their contexts.

### **3.10 Conclusion**

In summary, chapter three deals with the methodology and tools used in the study in order provide answers for the three research questions dealing with the roles of the Native Speaker Programme in contributing to the novice ESL teachers' professional knowledge, practice, and identity. Chapter 4 will discuss the findings on the study thoroughly.

## **CHAPTER 4: FINDINGS**

### **4.1 Introduction**

This section presents the analysis of the study. The purpose of this study is to explore ESL novice teachers learning through the exploration of the influences of the Native Speaker Programme in ESL novice teachers' professional knowledge construction, professional practice and professional identity formation. The study is guided by the following research questions:

- (1) How does the Native Speaker Programme contribute to the novice teachers' professional knowledge?
- (2) How does the Native Speaker Programme influence the novice teachers' professional practice as ESL primary school teachers?
- (3) In what way does the novice teachers' professional identity formation change after the Native Speaker Programme?

The first part of this section provides the description of the within-case analysis. As for the second part of the section, the findings of the cross-case analysis are presented. Subsequently, the last part of the chapter concludes the whole findings of the study.

### **4.2 The Within-Case Analysis**

The findings on the within-case analysis are divided into four parts. Each part discusses about how the Native Speaker Programme influences the professional knowledge, professional practice and professional identity of the four novice ESL teachers who participated in the study – Farhan, Nadya, Hafiz and Suzanna.

#### **4.2.1 Case One: Farhan**

Farhan was a 27-year-old English teacher in a rural primary school in one of the states in southern region of Malaysia. He received his bachelor's degree in education (TESL) from a public university in Malaysia. His first language is Malay and he had two and a half years of experience in teaching English to primary school pupils. He was first posted to a rural primary school in a remote area in East Malaysia where he taught English to Year 4, Year 5 and Year 6 students. Due to hardships that he experienced as a new teacher in a rural school with limited facilities, he describes his first year of teaching as 'not so much on teaching, but more on surviving'.

One year after his first posting, he was transferred to his current school that was situated in his own hometown. The school was located in a rural area of FELDA (Federal Land Development Authority) settlement, and most of his students are children and grandchildren of FELDA settlers, working in oil palm and rubber plantations. In the current school, he taught English to Year 1 and Year 5 students besides teaching Science and Technology as well as Physical Education to Year 1 and Year 4 students. As a Year 1 English teacher who was involved with the implementation of the new curriculum, KSSR (Primary School Standard Curriculum), he is required to participate as one of the mentees in the Native Speaker Programme.

As a participant of the Native Speaker programme, he needed to work with his mentor, Sally. Sally is an English native speaker from the United Kingdom and she had an extensive experience in teaching English language and training English language teachers in EFL countries like Japan, Thailand and South Korea. She visited Farhan at his school two to four times per month to carry out mentoring activities such as discussion and team-teaching. Sally was also mentoring another two English teachers in

Farhan's school as well as few other English teachers in another two schools. Farhan described Sally as 'very helpful and cooperative'.

In addition, Farhan was required to attend the Teacher Professional Development (TPD) workshops once a month. In the three hours TPD workshop which was organized by Sally and two other Native Speaker mentors, Ian and Jack from different zones, Farhan took part in various activities together with 35 other English teachers from different zones and different schools in the same district. The activities in the TPD workshop included lectures, micro-teaching, demonstration, presentation, group discussion and quizzes.

In this chapter, the influences of the Native Speaker Program on Farhan's professional development are discussed by dividing them into three categories: a) Farhan's professional knowledge, b) Farhan's professional practice, and c) Farhan's professional identity.

#### **4.2.2 Farhan's Professional Knowledge**

This category addresses the first research question of the study, 1) How does the Native Speaker Programme contribute to the novice teachers' professional knowledge? Five major themes emerged in this category: a) bridging the gap between knowledge during pre-service training and the real classroom, b) expansion of knowledge-base c) accommodating mentor and, d) guidance from the expert, and e) enriching learning activities.

##### **4.2.2.1 Bridging the Gap Between Pre-service Training and the Real Classroom**

*Revisiting knowledge.* The Native Speaker Programme facilitated Farhan's professional knowledge construction as it bridged the gap between his pre-service training in the university and teacher training college with the real classroom. This is

because, Farhan discovered that most of the knowledge presented in the Native Speaker Programme were not new to him. He considered the knowledge presented during his participation in the programme familiar as he was exposed to them during the pre-service training in the teacher training college and in the university. Nevertheless, he indicated that the Native Speaker Programme as “a programme to reinforce what we have learned, to refresh my knowledge, skills and memories.”

Farhan viewed the Native Speaker Programme as a medium for him to revisit knowledge and skills learnt during pre-service training in the university. Through mentoring activities and the TPD workshops, the Native Speaker Programme enables him to recall knowledge and skills that he had previously acquired. Before his participation in the Native Speaker Programme, he found it difficult for him to relate his existing knowledge and skills with the real classroom. Furthermore, due to the structure of curriculum in the pre-service training that emphasized more on theory rather than practice, it was challenging for him to sustain his knowledge and skills since he had limited opportunity to experience the authentic classroom environment in schools as an English teacher. Therefore, the Native Speaker Programme allowed him to engage in more hands-on activity where he could directly employ his existing knowledge and skills with the help from his mentor into his classroom.

“Somehow it (Native Speaker Programme) revises and makes me remember what I’ve learnt during my studies years. Because before the programme, I tended to forget things that I’ve learnt. Because, during our studies, we learnt things but we couldn’t apply it into classroom. It was hard to connect what I’ve learnt and the real situation, but now, we have the real situation and you have someone to teach you, and remind you what you have learnt... in terms of teaching skills.”

(FIT2 – 45-53)

However, inadequate experience of authentic classroom during his pre-service training was not the only contributing factor that hindered his performance as an English teacher before his participation in the Native Speaker Programme. Farhan admitted that

his unenthusiastic attitude as a learner during the pre-service training contributed significantly to his inability to sustain the knowledge he acquired during the pre-service training. He admitted that during his pre-service training, he was just learning so that he could “earn my degree” and “for the sake of exam, it (the knowledge) doesn’t stay in our mind.” He added:

“I feel sorry with my friends during my study years. I think they have shared and done a lot more than what we are doing in TPD. But, all gone. I can’t remember anymore. So what the TPD is doing now is they give us new classroom management skills, new group activities... not really new, I’ve learnt it and lost it so now I revisit it. I’ve lost what I had learnt during my study years because I didn’t put much effort to it.”

(FIT2 – 150-155)

In addition to inadequate experience of authentic classroom and his unenthusiastic attitude during his pre-service training, Farhan questioned the expertise of his lecturers when he was in the university. He believed, although the lecturers had extensive theoretical knowledge on ESL, they might not have adequate teaching experience in schools. As pointed out by Singh & Richards (2009), this adversely affects the quality of the input that the novice teacher received during his pre-service training as it focused too much on the theories of language and education as well as acquiring pedagogical repertoires. Although this would enhance teaching knowledge, skills and awareness, it disregarded more important aspects that novice teachers were required to demonstrate once they are posted in school; ‘their behaviour, attitudes, tools and ways of engaging’ (Singh & Richards, 2009). Farhan argued;

“Before this I think I’ve learnt phonics during my study years, but then the situation was different. I was learning to earn my degree. And then, I was learning without enough exposure of the real situation. Just being taught in the classroom with my peers and lecturers. Sometimes, the lecturers didn’t really have enough experience in school. They had their content knowledge, but they didn’t really have the experience.”

(FIT2 – 104-113)

Hence, Farhan considered the Native Speaker Programme as a ‘revision’ programme for him to sustain and enhance his knowledge as an English teacher. Activities such as demonstration, team-teaching and micro-teaching enabled him to revisit and reinforce his existing knowledge. Thus, the Native Speaker Programme assisted him in constructing his professional knowledge by bridging the gap between his pre-service training in the university and teacher training college with the real classroom.

#### **4.2.2.2 Expansion of Knowledge Base**

*Knowledge about language.* In addition, the Native Speaker Programme facilitated Farhan’s professional knowledge construction as it provided him with the platform to expand his knowledge-base. Although Farhan recognized that the knowledge learnt in the Native Speaker Programme were not new to him, he was aware of the expansion of his knowledge-base that he experienced through his participation in the programme. One of the aspects of knowledge that Farhan realized to have expanded throughout the Native Speaker Programme was the knowledge about language (Bartels, 2009). Knowledge about language comprises not only grammar and orthography, but also knowledge of language modes that includes speaking, listening, writing and reading, the use of language and language learning.

As for Farhan, the Native Speaker Programme provided him the opportunity to improve his English proficiency. Farhan believed that he needed to practice his English so that he would not ‘lose it’. However, the school environment in which he was teaching did not permit him to maximize the use of English through communication due to the absence of the need to do so. In one of the interviews, Farhan shared the challenges that he had to face in maintaining his English proficiency as a primary school English teacher;

"Honestly, if you are an English teacher at primary school, you don't really have the opportunity to speak English. For me, personally, I feel that my English is deteriorating when I start teaching and if it is not because of this programme, my English will be worse because I don't have anyone to talk to in English and I don't have anyone to ask about things I don't really understand or I forget about English. So, that's one of the benefits of this programme, it helps me to at least improve...or at least it will not let my English become worse day by day...because, yeah honestly speaking if you just go to school and teach your students English, there's no room for you even to maintain your level of English. Most probably your level of English will go down. Because of the environment, the location of the school. English is a skill, if you don't practice it, you will lose it."

(FIT1 – 58-67)

Another part of knowledge about language that was highlighted during Farhan's participation in the Native Speaker Programme was grammar. In one of the observations of the Teacher Professional Development (TPD) workshop carried out by the researcher, one of the mentors, Jack conducted a forty-five minutes grammar lesson for the participating ESL teachers including Farhan. During the session, the grammar lesson was on verb structure and modals. The grammar lesson was taught inductively where Jack presented and listed out the rules on the whiteboard and explained the grammatical rules on a whiteboard. Although grammar is usually regarded as a dry subject, it was observed that Jack tried to make the lesson interesting by using humorous example, which spurted laughter among the participating teachers and by using interesting intonation while explaining rules to catch the mentees' attentions and as a result, teachers appeared to be engaged throughout the lesson (FTF2 – 77-79). Then, the teachers were required to answer 20 questions on verb structure and the use of modals before the mentors discussed the answers with the teachers. Before moving on to microteaching activity, teachers were given the opportunity to ask questions on verb structure and modals. Each question was given an adequate and clear answer by the mentor.

*Pedagogical Content Knowledge.* Moreover, the Native Speaker Programme encouraged Farhan to broaden his knowledge-base on the teaching of pronunciation to



primary school students. In Malaysia, the teaching of pronunciation is considered to be challenging by the ESL teachers due to the lack of knowledge on pronunciation content and instruction (Ahmad Shah, 2014). This issue is confirmed by the current study as Farhan regarded the teaching of pronunciation as something that “we were not really exposed to” (FIT1 – 95) during his pre-service training. Ironically, the teaching of pronunciation appeared to be the core syllabus in the new KSSR curriculum. Thus, due to lack of knowledge on the teaching of pronunciation before his participation in the Native Speaker programme, it was problematic for Farhan to carry out lesson on phonics to Year 1 students. Hence, Farhan valued his experience as a mentee in the Native Speaker Programme as he found the programme very helpful for him to broaden his knowledge on teaching pronunciation to Year 1 students, which was the core syllabus in the new KSSR curriculum.

“The biggest contribution of this programme is for the phonics that I have to teach to the Year 1. Because it is helpful... Because we were not really exposed to teaching pronunciation during our universities. Phonics, graphemes... right now only I know that graphemes actually the letter, shape of the letter then phonemes is the sound of the letter. The study of this thing is called phonics. I know now.”

(FIT1 – 93-100)

*Knowledge of Students.* Additionally, the Native Speaker Programme provided Farhan the platform to widen his knowledge and gain more understanding about his young ESL learners. Knowledge about the nature of young ESL learners was presented directly and indirectly during the Native Speaker Programme. Farhan advanced his understanding about his young ESL learners directly through lecture-based session and discussion during the TPD workshops. The session and discussion included second language learning theories, types of learner and learners’ differences and preferences. On the other hand, microteaching activities during TPD workshops enabled Farhan to gain better insight about suitable teaching and learning activities for his young ESL students. This is because, the mentors continuously reminded the mentees about the

characteristics of young ESL learners when they were introducing any teaching techniques and materials for teaching English to the mentees. Evidently, during all the TPD observation carried out by the researcher in the current study, the mentors consistently provided mentees with justification for each teaching and learning activities selected for microteaching in relation to the suitability of the activity with the young ESL learners. Hence, the mentees were encouraged to incorporate activities that are enjoyable, easy to be carried out, simple and meaningful for young ESL learners and these include games, role-play, as well as the use of songs, stories and movies in teaching and learning activities.

#### **4.2.2.3 Accommodating Mentor**

*Thoughtful.* The Native Speaker Programme assisted Farhan's professional knowledge construction as his mentor's thoughtfulness enabled Farhan to maximize his learning throughout programme. This is because, Sally's pleasant personality and positive work ethics facilitated Farhan's knowledge construction, as these allowed him to learn from her comfortably. According to Krashen (1982) in his *Affective Filter Hypothesis*, motives, need, attitudes, and emotional state of the learners play an important in the second language learning. A learner who is tense, irritated, bored or restless may 'filter out' input given hence making it difficult for learners to acquire the knowledge presented. As for Farhan, he did not encounter such negative feeling when working with Sally. This is because, Sally was very thoughtful in her approach, thus bringing a positive vibes during mentoring activities and making it stress-free for Farhan. In addition, Farhan was not overwhelmed by Sally's status as a native English speaker, as Sally was always friendly and approachable to him. In fact, Farhan considered himself as '*very lucky*' to have the opportunity to work closely with Sally. He said;

“I think we are lucky to have Sally as our mentor because she’s very responsible and she is very passionate in teaching us, and in teaching the children. And I can say that we get a lot of help from her and she’s easy to work with. And you won’t feel intimidated by her even though she is a native speaker with obviously higher level of English than us but she’s very helpful and make it very comfortable for us. She is helpful and cooperative with the school also.”

(FIT1 – 154-16)

Farhan constantly emphasized how comfortable he was with Sally’s mentoring style by sharing his experience as Sally’s mentees. One of his experiences was regarding observation of classroom teaching and learning activities by the native speaker mentor. Among mentoring activities suggested by the ministry in the Native Speaker Programme for the mentors to evaluate the novice teachers’ performance was through observation of the mentees’ classroom teaching and learning activities. In the observation, the mentor would assess novice teachers’ performances. Comments on how to enhance the quality of teaching and activities would also be given to the teachers. In attempting to spotlight Farhan’s experience being observed by his mentor, the following conversation took place:

**“Interviewer:** Can you please tell me about the school visit – your mentor usually comes to your class and observes your teaching?

**Farhan:** Actually, she (Sally) never observes us, she will always teach with us.

**Interviewer:** Oh, really? The other teachers, usually the mentors will just sit at the back of the class, observe them and comments...

**Farhan:** Yes... because Sally, she doesn’t want us to feel burdened, she doesn’t want us to feel intimidated by her. You know. She is very understanding. She doesn’t just wanna sit in the class and interrupt the teaching and learning activity by giving comments. But you know, because of the good terms that we have established with her, even if she wants to observe, we, the teachers in my school are comfortable with it. But then she never ask for any observation, usually she just come and help with the class and team-teach. “

(FIT1 – 184-190)

In addition, Farhan was comfortable with the way Sally dealt with language error. Sally allowed room for language error during conversation with her mentees and disregarded simple language mistake to avoid disrupting the flow of the speech.

Nevertheless, Sally corrected ‘glaring’ mistakes in a politely, in a very non-obtrusive manner and not intimidating, ‘in a way that you want her to correct you’. (FIT5 – 290)

The way Sally dealt with mistake in such pleasant way made Farhan felt respected and he felt uninhibited to converse with Sally in English thus, assisting Farhan in improving his speaking skills.

“One thing that I like about her, is that when you talk to her, and you make a small mistake in grammar, the thing that is not really serious, she will just ignore it. But she will correct for things that are important. Mistake that is very glaring. For minor mistake, she will just go with it and she will not correct us. So I really like that part, she can help me to maintain and sustain my proficiency without being obtrusive when correcting my mistake.”

(FIT2 – 9-25)

Hence, Sally’s thoughtful approach fostered Farhan’s professional knowledge construction as it allowed him to learn from his mentor in comfortably. For Farhan and his colleagues, Sally was more than just a mentor to them. She was a friend. In addition, the good relationship that was established between Sally and Farhan enabled them to communicate well between each other thus, making the mentoring activities more effective and beneficial for him.

“I think for our school, the three of us, the participants in this Native Speaker Programme, she’s no longer our mentor, she is like our friend here. We are comfortable with her and she is also comfortable with us. So we can communicate well, for the sake of the children. If she wants to say something about the lesson, she can but rarely lah. Usually we will plan the lesson together and she will give comments like that and ways to improve. And the relationship, I think, is good. Because it depends on the mentor, because we heard some schools have problems with the mentors, some teachers they don’t communicate well with the mentor.”

(FIT1 – 207-215)

#### **4.2.2.4 Guidance from the Expert**

*Facilitator.* The Native Speaker Programme played a significant role in contributing to Farhan’s professional knowledge construction as it enabled him to receive guidance from the expert. Farhan believed that the most significant role of his

native speaker mentor was as a facilitator for him to adjust himself with the change in his working environment. Since Farhan was assigned to teach English to the Year 1 students, he was required to implement the new KSSR curriculum into his teaching and learning activities. Before his participation in the Native Speaker Programme Farhan experienced a great difficulty as he needed to cope with major changes in the English language syllabus for Year 1 students. Moreover, the six years pre-service training programme that Farhan underwent used the former Primary School Integrated Curriculum (KBSR) as the key guideline for all of the courses in preparing teacher trainees to teach English for the primary school ESL learners. In one of the interviews, Farhan recollected his daunting experience in implementing KSSR before his participation in the Native Speaker Programme;

“I taught Year 1 for the first year of English KSSR curriculum implementation. So, during that time as a teacher and I think I was a bit clueless, a bit in the dark about how I am going to carry out the whole KSSR thing.”

(FIT5 – 23-25)

Fortunately, the Native Speaker Programme enabled Farhan to cope with the new KSSR curriculum as his mentor, Sally facilitated him and “shed some lights” (FIT5 – 40) by suggesting and demonstrating suitable teaching and learning activities through lesson planning and team-teaching for Farhan to conduct English lessons. In the fifth interview, Farhan elucidated Sally’s determination in facilitating them to conduct teaching and learning activities in accordance to the new KSSR syllabus:

“She really goes through the new textbook and syllabus (KSSR) so that’s why when she come and help us, we get adequate help and guidance for us to carry out our job in teaching English to young learners.”

(FIT5 – 65-67)

*Speaking partner.* Another important role of Farhan’s mentor that contributed to his professional knowledge construction was as a person who provides him the

opportunity to engage in authentic social conversation using English language. Since Farhan's school environment did not offer him adequate opportunity to maximize the use of English language in daily conversation, he felt "thankful for having a mentor because, it is through her I can at least maintain my level of English" (FIT1 – 164). In fact, when asked on the most valuable aspect about working with his native speaker mentor, Farhan had the following to say:

"For me, the most valuable aspect is actually to have someone you can talk to in English and then, someone to check your speaking skill, because for me language is something that you have to practice, if you don't practice it, you will definitely lose it. That's why I value her presence and the fact that we can at least communicate in English, to have a speaking partner, something like that, to practice my speaking skills, and she can also checks on my grammar, my use of language, because she did that you know." (FIT2 – 12-18)

#### **4.2.2.5 Enriching Learning Experience**

*Communicative environment.* The Native Speaker Programme assisted Farhan's professional knowledge construction by providing a communicative environment for Farhan to engage in enriching learning experience. As an ESL teacher in a rural school, Farhan did not have the opportunity to speak English in his daily conversation. According to Farhan, there were few reasons that hindered him from using English for daily communication. One of the reasons was the other peoples' negative perceptions about the use of English in daily communication. This is because, in Farhan's local context where he was surrounded mostly by Malays, using English in daily conversation would be regarded as arrogant. As a novice teacher who was new to his surrounding, Farhan tried very hard to blend in with his colleagues. Therefore, he did not use English to communicate with his colleagues, as this would prevent him from establishing a good relationship with them.

Another reason that prevented Farhan from using English in his daily conversation with people around him was his self-doubt about his own language proficiency. As an ESL teacher, Farhan felt that he was expected to speak English

fluently without any language errors. Realizing that there would always be possibilities for him to make mistakes when using English, Farhan felt insecure to speak English in daily conversation. Since usually, language errors would suggest one's incompetency in the language, Farhan felt pressured to speak error-free English. Therefore, he felt that it was safer for him to totally exclude the language in his daily conversation, as he did not want to be labelled as an ESL teacher who was not fluent in English.

On the contrary, the Native Speaker Programme provided Farhan the opportunity to use English freely without being negatively judged by others. This is because, in the programme, emphasis was on getting meaning across clearly, and the mentors tended to be tolerant with language mistake, as long as it did not interfere with the meaning. This encouraged Farhan to make the most of the opportunity by speaking English with the mentors and other participating teachers not only during the TPD sessions, but also during Sally's visits to his schools. Farhan believed that through the communicative environment promoted in the programme, he was able to exercise English through communicating with other teachers and this helped him to retain his speaking skills from deteriorating. He explained;

“Because I am an English teacher, I really value the speaking skills you know, because for me, Malay teachers especially, we don't have the luxury of being able to use the language, to speak the language – English language frequently you know. Even between colleagues, even between English teachers – we don't really use the language you know because mindset, culture... right? The feeling of insecurity to make grammar mistake, you know things like that. But, when you interact with your mentors, you have no choice but to speak English. So yes, the programme is helpful to my professional development because it helps me to maintain my speaking skills.”

(FIT2 – 39-47)

*Demonstration.* In addition, the Native Speaker Programme contributed to Farhan's professional knowledge as it provided him an enriching learning experience through demonstration of effective teaching ideas by the mentors. This is because, through demonstration, Farhan was able to gain hands-on learning experience as his

mentors, showed him each step in carrying out teaching and learning activities effectively. For example, during the TPD workshops, the mentors would demonstrate the activities such as games, role-plays or certain teaching techniques. At the same time, he could ask for clarification from the mentors whenever he had questions about the suggested activities. Hence, these demonstrations enabled Farhan to gain a good understanding of the suggested activities and helped him to carry out the activities with his students.

“Modelling is quite useful too, because sometimes from the way they model, we know how to carry out the game or the techniques and we can understand more, because as you can see in our TPD sometimes, we play the games, we do role plays, micro-teaching... but the most significant one is the TPD, whereby we can... actually during the TPD, we are free to interact if you notice, some of us are quite vocal, so if they have issue with certain skills or techniques, they will raise their point and ask the mentor, how to do this and how to do that for their class – something like that.”

(FIT3 – 55-61)

In addition, the demonstration shown by his native speaker mentor, Sally, during team teaching reinforced Farhan’s learning in conducting effective teaching activities for his students. This is because, during team teaching, Farhan and Sally would make decision together from planning the teaching and learning activities, to conducting the activities in the classroom and finally to assess the effectiveness of the activity. Indirectly, Farhan was able to understand how an expert like Sally made decisions pertaining to teaching. At the same time, he was able to learn how to justify the teaching decisions that he made through his observation on Sally’s way of justifying her decisions. In addition, Farhan gained useful input when he made comparison between Sally’s methods with his. Hence, through demonstration, Farhan gained better understanding about carrying out effective teaching activities for the students and this insight allowed him to emulate his mentors’ teaching methods and strategies. In the following excerpt, Farhan described team teaching activity that he conducted together with his mentor;



“Interviewer: Lesson planning together? Meaning that you design lesson together with Sally?

Farhan: Yup. Before we team-teach, we must plan the lesson together so that once you team-teach, you won't be clueless. Who will do what...we will take turn during the stages in the lesson, so we will lesson-planning together before we team-teach. Because if you just go into the class and team-teach, it won't be very smooth right?

Interviewer: So, when you lesson plan together, so you learn something from the process?

Farhan: Yes, because usually, she will suggest, we will look at the topic together, and we will discuss whether the content in the activity in the textbook and see if it is really suitable to be carried out or we adjust or improvised because of the number of the students, and then our children's level of proficiency, but most of the time, the activities in the textbook are quite usable. We can use it. Because the textbook is okay because the suggested activities for Year 1 are not really high. So the children can participate and enjoy the activity. It is just that sometimes, we have to improvise to make it more exciting or suitable during the time like after recess or whatsoever... something like that.”

(FIT5 – 74-93)

Therefore, the Native Speaker Programme assisted Farhan in broadening his professional knowledge by providing him the opportunity to engage in an enriching learning environment. As the programme allowed him to enhance his speaking skills by offering him to practise his English in a communicative environment, Farhan gained more confidence in his language proficiency. In addition, through the valuable demonstration modelled by the mentors, Farhan was able to increase his knowledge on methodology. Farhan concluded his view on the role of the Native Speaker Programme and his mentors in his professional knowledge construction by saying;

“I think it is about improving, and maintaining my knowledge and skills in teaching English. That is the valuable thing as a participant in this programme. Because, I can't imagine not being one of the participants in the programme, I will have very limited source or place or people to help me, to share ideas, to learn together and to discuss about teaching English. I will not have the opportunity. But at least, now I have the opportunity to discuss, to learn, to redo what I've done before this. I can imagine, if there is no Native Speaker Programme, my English will be worse. But I think it also depends on the mentors, if the mentor are not helpful, not providing conducive learning or working environment for the teachers, then the programme will be nothing to the participant.”

(FIT2 – 59-68)

### 4.2.3 Farhan's Professional Practice

This category addresses the second research question of the study, 2) How does the Native Speaker Programme contribute to the novice teachers' professional practice as ESL primary school teachers? Five major themes emerged in this category: a) classroom management, b) motivating the students, c) teaching methodology, d) teaching materials and, e) reflective practice.

#### 4.2.3.1 Classroom Management

*Attention grabber.* During the observations of Farhan's classroom teaching and learning activities carried out by the researcher, Farhan demonstrated effective classroom management. Usually, he would start his lesson by few routine activities that included greetings and ensuring that the students were seated comfortable in proper position. In the first classroom observation, Farhan's good classroom management was captured through this following episode:

"Farhan starts the lesson by asking the students to sit properly. When he said, "sit properly", all of his Year 1 students immediately adjusting their chairs closer to their desks, and adjusting their body posture by sitting up straight on their chairs."

(FCF1 – 39-41)

Additionally, the students appeared to be engaged with his teaching throughout the lesson and whenever Farhan noticed that his students begin lose focus, he used 'attention grabber' that he learnt from his mentor to recapture students' interest into his lesson.

"When he wants attention from students, he claps his hands and say "1,2,3, eyes on me." All students reply loudly and simultaneously "1...2..eyes on you!!!" and they immediately face him and focus their attention to him."

(FCF2 – 48-50)

*Rules establishment.* Besides, Farhan recognized one of the helpful classroom management techniques that he learnt from the Native Speaker Programme was the rules establishment at the beginning of school session each year. He admitted that in previous year, he had poor classroom control when he was first assigned as a class teacher for the Year 1 students. Nevertheless, during his participation in the Native Speaker Programme, he realized that it was important for him to establish a set of rules and ‘get connected’ with the students to identify their learning preferences at the beginning of the year so that he had a better control of his students and to ensure the teaching and learning activities could be conducted smoothly. Hence, the following year, he decided to use the suggested technique and it appeared to be effective as his classroom and students were always organized and he had a good control of his classroom. He said,

“...the first year I participated in this programme, was also the first year I assigned as a Year 1 class teacher. So, during the early year, I was quite strict with the children. But nowadays, no more because, you can also manage the children or make them listen to you without being strict. Yes, you have to be strict, but only during the early part of the year, when they just enter the class, you establish the rules, and then, it is all okay, you don’t have to be strict anymore.”

(FIT3 – 268-273)

#### **4.2.3.2 Motivating the Students**

*Intrinsic motivation.* Farhan’s participation in the Native Speaker Programme influenced his professional practice in terms of the way he motivated his students into learning English. During the observation of TPD workshop conducted by the researcher, the native speaker mentors were seen to emphasize on motivating the students intrinsically through fun and enjoyable teaching and learning activities as well as interesting teaching aids. During the workshops, the participating teachers were introduced with a lot of entertaining teaching ideas that were able to capture students’ interests into learning English. In the first observation of TPD workshop for example,

the native speaker mentors demonstrated how to carry out games such as ‘Animal Cracker’, ‘Action Dice’ and, ‘Speed Dice’. The following fieldnotes on the TPD workshop observation illustrates how the mentor demonstrated an example of game that was able to cultivate students’ interest into learning English;

“Ian demonstrates the game “Speed Dice”, he shows a giant dice with different numbers and pictures on each side, where students need to construct sentence based on the picture given. The group then will be rewarded with the points as numbered if they construct the sentence correctly. He stresses the facts that the game can be used in teaching speaking skills. If they want extra point, they need to do the action. Teachers enjoy the game. They laugh and participate actively. If they want extra points, they need to make the sentence more complex.”

(FTF-2 – 140-147)

The use of enjoyable teaching ideas as the tool to motivate students could also be seen during researcher’s observation on Farhan’s classroom teaching and learning activities. Although Farhan did not use exciting games in his lesson, the simple group activity used in his lesson was interesting enough for his students as they appeared to be excited and engaged throughout the lesson. For example, in the second observation of Farhan’s classroom teaching, Farhan employed group work activity to teach his students about shapes. In the lesson, the Year 1 (age 7) students were seated in groups of six. Farhan distributed a simple teacher-made teaching material to each group, a large card with labels ‘circle, rectangle, square and triangle’ written on it. In groups, they students were required work together with their friend to draw the shapes accordingly. In addition, Farhan was observed to use positive reinforcement by giving ‘reward’ to the group who has finished the task correctly;

“When one group finished, they simultaneously said, “Mr Farhan, we have finished.” Farhan replied, “Here’s lollipop”, while pretending giving out ‘invisible lollipops’ to the students. Then, in the group, the students replied “lolli lolli pop!”, and they did the lollipop dance by rolling their hands, one over the other quickly. The children looked happy doing the lollipop dance as they giggled and gave each other ‘high fives’.”

(FCF2 – 52-57)

Hence, despite the simple lesson, the students seemed to be motivated to learn and showed genuine interest in the lesson, as they seemed to be engaged and to enjoy the group activity.

In addition to the use of interesting teaching and learning activity in motivating his students, Farhan considered himself as the most important ‘tool’ in developing his students’ intrinsic motivation to learn English. Through the guidance that he received by his mentor, Sally, Farhan realized that it was important for him to be approachable and entertaining to the young students so that they felt motivated to learn English. Hence, Farhan tried to entertain his students by cracking humorous joke and using funny accent. For example, during the first observation on Farhan’s classroom teaching and learning activities conducted by the researcher, he was observed to used funny Spanish accent saying ‘No! No! No!’, when he disapproved the answer given by the students. Instead, of being intimidated by his disapproval, the students laughed at his funny accent. Farhan’s friendly and entertaining approach created a lively learning ambience which was able to draw students’ interest into the lesson and motivated them into learning English. Farhan believed that, it is crucial for teachers to include fun elements in their approach, as this would make the young students feel safe and comfortable during the lesson thus, motivating them to learn. He said;

“Before the programme I think I was a bit too ...umm, not really suitable, not a Year 1 teacher material lah I would say. Because I was a bit strict, and stern. But now, I think... the Year 1 are not anymore scared of me you know. I think it is important for Year 1 teachers not to make the children scared of you. So I think now, they are not scared of me. I think they think that I am approachable, more approachable, and more suitable to be Year 1 English teacher, class teacher now, compared to before. Because before this, I was not really ready, maybe I don’t know certain things or certain ways to really...umm...be...to carry myself around the Year 1 children. But now, they know when to respect you, they know when to listen to you and they know when they can come around and play with you...you know. Because, nowadays the KPM emphasizes on ‘*guru penyayang*’ (loving teachers) and ‘*kecindan*’. ‘*Kecindan*’ means as a teacher, you have to be entertaining. You have to be a little bit funny, something like that, you have to have the fun elements so that the children when they are being with you, they can have fun”

#### 4.2.3.3 Engagement in Reflective Practice

*Reflect.* The Native Speaker Programme influenced the Farhans’ professional practice as ESL primary school teacher by encouraging him to engage in reflective practice. Teachers’ reflective practice empowers lifelong professional development, allowing them to be critical about their teaching and improve their teaching decisions (Burton, 2009). As for Farhan, the Native Speaker Programme provided the room for him to immerse into his own thought about his role as an ESL teacher. His participation in the programme allowed him to be analytical about his teaching as he constantly made comparison between inputs presented by his mentor with his own practice. The juxtaposition enabled Farhan to make better-informed teaching decisions and adjust his practice so as to improve the quality of his teaching.

“In a way, sometimes when you go to this type of programme, this type of courses, this type of development programme, it will remind you...it will facilitate you, sometimes along the way you tend to lose, or you tend to take your responsibility for granted, you know. Sometimes you just come and go back to school without noticing that sometimes you make mistake in class, or sometimes your lesson is not really effective in class. But when you participate in this programme... but it is not like they are telling you your lesson is not effective, no! But you will learn through their (the mentors) teaching, through what they (the mentors) are telling you. You will discover that, oh this kind of activities or this kind of things is the things that you should actually do in class, not like the things that you used to do before. You will notice that, what they (mentors) do— their intention is good, to improve your teaching, your knowledge, so it helps me to facilitate my roles as a teacher. Because sometimes, being a teacher is not just you go to school, teach and come home. It is not like that. Sometimes, we have to at least check your knowledge, check your performance, check how you’re doing things in school, in class, reflect what you are doing. Yes, that’s the word – reflect!”

(FIT2 – 242-257)

*Equate.* Besides, Farhan’s participation in the Native Speaker Programme allowed him to make comparison between his capacity as an ESL teacher with the

capacity of other English teachers who participated in the programme. In the TPD workshop that Farhan required to attend, mentees were encouraged to socialize among themselves through activities such as group work and group discussion. Through these activities, the mentees took part in constructive social exchange where they conversed about many things including their teaching in their respective schools. In all the TPD observations carried out by the researcher, the participating teachers appeared to enjoy sharing anecdotes about their teaching and their schools with each other. Farhan regarded the social exchange that he had with other mentees as a vehicle for him to equate his teaching performance with others'. This is essential for him as he is able to ensure that his performance was on a par with other participating teachers. Subsequently, necessary adjustment could be made to his teaching in order to catch up with others.

“When you are in TPD class, you will be surrounded by other teachers, sometimes you can check, where you stand now... you can compare yourself with other teacher actually. Sometimes, you can see how other teachers doing their work. How they are carrying out their work, because yours, your own work, your effort should be at least the same as good as theirs. Because that's how you check things lah, whether you are doing enough or not in school. Whether you are doing good or not. You can check with others, how they are doing.”

(FIT2 – 270-277)

#### **4.2.3.4 Teaching Methodology**

*English as the medium of classroom instruction.* Farhan's participation in the Native Speaker Programme contributed to his professional practice as an ESL teacher particularly in his teaching methodology. This is because, through his participation in the programme, Farhan realized that it was possible to use English as the medium of classroom instruction in his lessons with his Year 1 students. During the interview, Farhan stated that before his participation in the Native Speaker Programme, he used Malay as the medium of classroom instruction since whenever he used English to give classroom instructions, the students “will make the ‘I-want-Malay-instruction’ face.”

However, during team-teaching with Sally, he noticed that the students were able to understand Sally's English instruction.

“But somehow, when we do team-teaching, I notice that the children can understand what the mentors want them to do. They have the ability to make the children understand, or participate well in the lesson without having to speak any word of Malay. So I wonder why we have to speak in Malay, bilingual with the children, why we have to use both English and Malay when teaching. They can understand well, without using any word in Malay. I find it weird. But she (Sally) did say that, sometimes, we the Malay teachers, because English is our second language, and the children know, they can push you until you give them instruction in Malay. But when dealing with the foreigner, the children automatically know that this teacher cannot give instruction in Malay, so they will adapt themselves, put extra effort to understand what the mentor say.”

(FIT5 – 297-314)

Realizing that his students were actually capable of comprehending simple classroom instruction in English, Farhan decided to minimize the use of first language in his classroom. Consequently, not only his Year 1 students were able to adjust themselves and tried to understand Farhan's instruction, his students were also capable to use simple sentences in English to pose questions to him. For instance, in the second classroom observation carried out by the researcher, one student raised her hand and said the following sentence effortlessly, “Mr Farhan, I have finished. Can I drink?

Hence, instead of using Malay when communicating with his students during the lessons, Farhan switched to using English as the medium of classroom instruction. During all the classroom observations conducted by the researcher, Farhan maximized the use of English as the medium of classroom instruction. Using simple sentences, gestures and different intonation, Farhan carried out his teaching and learning activities in English and students were able to grasp the meaning of his instruction. Farhan tried to limit the use of first language in his classroom, therefore, whenever the students used the first language during the teaching and learning activities, he rephrased students' sentence in English. For example;



“He asks the students, “What is jam?” One of the students answers “*sapu roti*”. He replied, “Yes, you spread on the bread”.”

(FCF1 – 100-102)

*Emphasizing reading skills.* Additionally, the Native Speaker Programme influenced Farhan’s professional practice as he decided to emphasize on reading skills in his English lesson. As an ESL teacher, Farhan had always believed that reading is the most important language skills that the students need to acquire. This is because, Farhan considered reading as the primary language skills that helps young learners to develop other language skills such as listening, speaking and writing. Likewise, Farhan’s participation in the Native Speaker Programme enhanced his belief about emphasizing reading skills in teaching young learners. This is because, the programme gave prominence to the teaching of phonics, which is the basic foundation of reading skills. The following excerpt captures how Farhan’s belief about teaching English to young learners was strengthened through his participation in the Native Speaker Programme.

“Interviewer: Describe your beliefs about teaching English as a second language to primary school pupils? Has it changed since before you participate in the programme?

Farhan: My belief is much or less the same. My belief about teaching English as a second language to young children is that we should equip the young learners with basic skills that are to write and to read in English. We must teach them until they are able to write in English, simple sentence in English and the most importantly, to read in English. I really emphasize on reading. I believe the other skills like writing, and speaking, they can come later. But first, they really have to be able to read. Because if they can’t really read properly, I don’t think the other skills like writing and speaking will take place. It will become easier if the student master the reading skill.

Interviewer: So, is there any change in your belief after you participate in the programme?

Farhan: Not really. I think the programme and my mentor strengthen my belief though the teaching of phonics. Phonics is the very basic foundation of reading. For the children to be able to read, they have to know every single one of phonic. By knowing that, they can read.

Interviewer: So the programme strengthens your belief?

Farhan: Yes, because for me, the young learners should be able to read first in order to master the language. To recognize letters and then to recognize the sounds of the letter. Then they can read and they will recognize words, then sentence level. Because for Year 1, you don't really have paragraphs or text. Just a paragraph about 4 to 5 sentences the maximum."

(FIT5 – 150-181)

Farhan's belief about the importance of reading skills was manifested in his classroom teaching. During the classroom observations conducted by the researcher, Farhan's lessons were observed to centre around reading skills. Although other language skills such as writing, listening and speaking were included in the lessons, Farhan gave additional attention to his students' reading skills through the teaching of phonics. For example, in the first classroom observation, Farhan used mnemonic actions to encourage his young learners to acquire letter sound through pairing and associating the letter sound with specific gestures. As captured in the following excerpt of classroom observation field notes, his students' confidence in recognizing the letter sounds through mnemonic actions indicated their numerous practices and Farhan's great effort in ensuring his students to acquire the basic reading skills.

"He points to the letter M and asks, "how does this sound?" The student make the sound "mmmm" and at the same time put their fingers on the lips. He points to the letter N and asks, "what about this?" The students make the sound "nnnnnnn" while tapping their nose with fingers. He asks again, "okay, this one?" while pointing to the letter A. The students make the sound "ah, ah, ah" while tapping their mouths with their hands as if they were yawning. He then points to the letter S. The students make the sound "sssss" and making hand gesture indicating a snake." (FCF1 – 83-90)

As for the second classroom observation, Farhan carried out a lesson on shapes to his Year 1 students. After the students were introduced to shapes such as rectangle, triangle, square and circle, they needed to complete a group work, which was to draw those shapes on a cardboard according to their labels. While facilitating the group activity, Farhan was observed to approach few students, asking them to read the label of the shapes. He corrected students' mispronunciation gently by rereading the words and

asking them to follow after him. Although it was just a simple and brief act, Farhan's decision to give one-to-one input on reading skills to some students while monitoring the group activity indicated that he placed a great emphasis on reading skills and he wanted to make sure that all students were able to recognize the words that he introduced. Therefore, Farhan's professional practice was influenced by the Native Speaker Programme as his beliefs on the importance on reading skills was strengthened throughout his participation in the programme.

#### **4.2.3.5 Teaching Materials**

*Teacher-made materials.* Farhan's participation in the Native Speaker Programme influenced his professional practice as an ESL teacher in terms of the way he selected, adapted and developed teaching materials for his English lessons. This is because, the native speaker mentors provide him with valuable guidance not only in selecting and adapting readily available resources, but also in developing teaching materials from scratch. For example, through the compilation of documents collected from Farhan, the PowerPoint notes on TPD workshops suggested that activities on resources development were carried out. Among the teaching materials that Farhan and other participating teachers learnt to develop during the TPD workshop include teacher-made storybooks, sock puppets for reading and phonics games, and 'phonics wheels' using paper plates (Appendix L). In addition, during the second observation of the TPD workshop conducted by the researcher, the mentors were observed to demonstrate how to develop simple teaching aids such a giant dice and mini whiteboard so that teachers could use them to make lessons entertaining to students.

“The mentors distribute recycled boxes and tape to teachers for the next activity. They use the box to make giant dices. In groups, teachers cooperate to make a giant dice out of the recycled material. Ian explains and demonstrates how they can use simple materials like ‘mini’ white board from laminated white A4 paper to be used on each side of the giant dice so that teachers can change the contents

so that it can be used many times.... Ian tells the teachers to put small number on each side of the dice.”

(FTF-2 – 120-140)

According to Howard and Major (2004), teacher-made materials offer several advantages to both teacher and students. Teacher-made materials provide *contextualisation* that include local contents which are familiar to students, cater *individual needs* of the students, offer *personalisation* to accommodate students’ interests and learning styles, and are *timeless* as teacher could always modify the materials so that they stay current and relevant. Farhan admitted that before his participation in the Native Speaker Programme, he often found himself running out of ideas in finding suitable teaching materials for his Year 1 students. This was especially when he felt that the readily available materials did not cater to his students’ interest or language ability. At present, since Farhan was encouraged to include teacher-made resources in his lessons, Farhan opted to develop his own resources for certain lesson. Hence, Farhan was able to personalise the teaching materials to cater his students’ need so that he could achieve particular lesson objective.

During all of the observation conducted by the researcher on Farhan’s classroom teaching and learning activities, he was observed to use teacher-made materials in his lessons. In the first classroom observation, Farhan used a teacher-made tasksheet to carry out a group activity. The tasksheet was made of large cardboard and was written with incomplete words, “\_et, \_ug, \_an, \_est, \_hale, \_ell”. In groups, the students needed to complete the words using letter cards “J, V and W” that Farhan had distributed to them. Similarly in second classroom observation, Farhan used teacher-made tasksheet to carry out a group activity on the topic ‘shapes’. The tasksheet was also made of large cardboard with printed labels “triangle, rectangle, square and circle” pasted on it. In groups, the students were required to draw the shapes according to its labels. Therefore,

through the guidance on resources development given by his native speaker mentors, Farhan was inspired to develop his own teaching materials to better suit his lesson and to cater his students' need.

#### **4.2.4 Farhan's Professional Identity Formation**

This category addresses the third research question of the study, 3) In what ways did the novice teachers' professional identity formation change after the Native Speaker Programme? Five major themes emerged in this category: a) accountability, b) compassion, c) self-confidence d) non-nativeness and, e) contentment.

##### **4.2.4.1 Accountability**

*Responsible.* Farhan's participation in the Native Speaker Programme enabled him to experience changes in his professional identity formation. One of the changes that Farhan experienced in constructing his professional identity as an ESL teacher was regarding his accountability towards teaching profession. According to Farhan, the programme assisted him to develop a sense of responsibility in his duty as an ESL teacher, which was an important quality that was absent in his first year of teaching experience. Reminiscing his first posting in the rural school, Farhan revealed the struggles that he had to go through as a new teacher in a remote area of east Malaysia. In addition, he also shared how the struggles adversely affected his motivation as an ESL teacher:

“From KL, I had to take 2 hour flight to the nearest town. Then, took cab ride for 3 hours to reach nearest jetty. From the jetty, it was almost 3 hours boat ride, river-sea-river to reach the place, so once I got there, I was down with dengue. So I was hospitalized for more than a week, but then nobody care about me there. My school didn't call me to ask why I didn't come back to school after the convocation because I was down with dengue. I was lucky because I was hospitalized when I came back to hometown for my convocation. If I didn't go to my convocation and stay there, maybe I could die there because I would not have the chance to go to the hospital because of the distance. So, when I got back to the school, they didn't really care about what you have gone through, down with dengue and almost die, they didn't care! I asked for a less pedalaman

(remote) school, but they didn't entertain me. But later, I managed to get transferred to other school, from P3 down to P1. But it is still a pedalaman school. But right after that, life was getting easier and was quite okay. In P1 school, I was able to enjoy myself and things like that. But, in terms of teaching there's nothing. That's why I say, I wasn't a good teacher during my first year of teaching because of ... I somehow gave myself the excuse for not giving hundred per cent in class because of the hardships that I had to go through. So it was me who give myself the excuse. So I didn't put much effort into teaching. I went to the class but I didn't really teach. Poor the kids."

(FIT4 – 36-53)

Farhan admitted that the hardship that he experienced negatively influenced his performance as a teacher. The recollection on his attitudes during the first posting made him realized that he was "not a good teacher. I create excuses...I have to go through all these so, when I go to class, I just do whatever I can, whatever I want. Not really what I am capable of." (FIT4 – 60-62) Conversely, as he was transferred to the current school and required to participate in the Native Speaker Programme, Farhan acknowledged that the programme motivated him to be more responsible towards his duty as ESL teacher, through the good values inculcated in the programme and through inspiring examples set by his mentors. He said;

"Their (mentors) skills, their work ethics are something that I can really look up to. Although they appear not serious but they are actually very serious about their job. They have their personal life, of course but in their job, they are very responsible."

(FIT1 – 331-334)

"I think they (mentors) are really hardworking, really focused in doing things for the children. They are very determined. Those are certain good qualities, work ethics that they have shown us. I think I should actually employ and take it as an example that I should try to do. At least, try to do what they showed me."

(FIT5 – 329-332)

Hence, he realized that instead of simply "just fill my half or an hour presence in the class" (FIT4 – 93), he should have done more for the students by teaching them wholeheartedly. At present, his participation in the Native Speaker Programme

encouraged him to be more responsible towards his teaching. This is evident through the classroom observation conducted by the researcher, as Farhan appeared to be well prepared for each of his lesson. With the use of simple yet suitable teaching materials, Farhan managed to attain lesson objectives in each teaching and learning activities.

Farhan acknowledged that the programme and his native speaker mentor have helped him in constructing his professional identity as a responsible ESL teacher. Nevertheless, Farhan also recognized that it was his inner strength that allowed him to benefit from the programme. Farhan stated that his positive attitude towards the programme enable him to get the best out of programme, particularly in constructing his professional identity as an ESL teacher. He was optimistic about the progressive outcomes that the programme had on his teaching profession and he valued the learning experience that the programme offered. He said;

“ Up till now, I have not missed the TPD class intentionally. Even if I overslept also I will come... a little late. Sometimes I will not be able to come, not on purpose, but because I was told by the school to go to somewhere else, other function either by the JPN or PPD... Because I know, I am going to face this programme for three years, if I wear negative attitude to this programme, I will suffer myself. So I just adapt, wear my positive attitude, there's nothing to worry. You have to join the programme, so just enjoy.”

(FIT2 – 70-85)

#### **4.2.4.2 Compassion**

*Approachable.* In addition, through his participation in the Native Speaker Programme, Farhan experienced changes in his professional identity formation as he was more compassionate towards his young ESL learners. Recollecting the experience when he was first assigned to teach English to seven-year-old primary school students, he admitted that he was too harsh with the students. He believes the lack of understanding about young learners as one of the factors that lead to his rigid and strict approach, which included using cane to punish the students. Moreover, before his

participation in the Native Speaker Programme, he found that it was difficult to deal with small children, as they were “rowdy” and “naughty”. Furthermore, the fact that he had to face major changes where he was required to implement the new KSSR curriculum and at the same time was assigned to teach English and to be a class teacher for the Year 1 students also lead to anxiety which contributed to his punitive approach towards his Year 1 students.

However, Farhan’s rigid approach towards his young students had changed since his participation in the Native Speaker Programme as his mentor, Sally, continuously inspired him to be more compassionate towards his students. As a result, he was able to be “more understanding and less strict” as well as to adapt his teaching styles to suit the young learners with the help from his mentor.

“So actually, my approach should be different, I cannot be too strict or too ‘garang’ (fierce) with them. Usually the Year 1 teacher, even the class teacher, usually the school they pick female teachers. Because they said that female teachers are a bit soft, kinder than male teacher. Motherly! So, I also have to be a bit motherly lah. Not fatherly although I am a man because fathers also sometimes are a bit strict. So after joining the Native Speaker Programme at least, my mentor, Sally, guided me how to carry out lessons, she shed some lights on activities for young kids and how I should approach little children. So, when I got some help and I see what the children need actually, gradually I change my approach. The mentor helps me to change the way I teach, the way I deal with the kids.”

(FIT5 – 33-43)

Farhan now viewed himself as more approachable and more ‘suitable’ as an English teacher for the Year 1 students. Likewise, he believed that his students felt comfortable and safe with him and he is trying to be funny and interesting around the students. Also, he aspired to create a comfortable environment for his students to learn English conveniently.

“Because in the class, they have to feel free. Even to learn, I don’t want them to learn in a really controlled condition – in a very stressed condition, whereby they have to just sit and just do whatever I tell. But now, they can move around, they can even go to my pencil case and go through things in my pencil case – they are not really afraid of me, you know. But then, when I say don’t do it, they



will not do it. If they feel comfortable with me, it is good enough for me. Because, they can learn and feel safe you know. They won't feel threatened to learn English, don't feel forced to. They feel comfortable, they feel safe, they feel easy."

(FIT5 – 389-396)

#### 4.2.4.3 Self- Confidence

*Expert of the field.* Another change that Farhan experienced through his participation in the Native Speaker Programme with regards to their professional identity formation was the elevation of self-confidence as an ESL teacher. Farhan believed that he was more confident now as an ESL teacher compared to before his participation in the programme. He was certain that he has mastered the teaching of phonics to the Year 1 students and he had faith on his ability to conduct English lessons on phonics to the Year 1 students effectively. Furthermore, Farhan believed that he understood his student and he had adequate knowledge on his learners' needs and preferences hence, he was optimistic about his capacity in delivering teaching and learning activities that were able to cater the needs of his students.

" It gives us the confidence as an English teacher because I know what I am doing now. I can teach. Actually for Year 1, from my point of view, phonics is really important for Year 1. The children at least must be able to know the sounds, how to sound every phonics, they have to know the sound of every letter, the phonics of the letter, they have to. They cannot only know the graphemes, they must know also the phonics. For example if they know the grapheme is M, the letter, they should also know the phonic, how does M sound, they should know both. So I can teach that now. From A to Z."

(FIT5 – 126-133)

In addition, the Native Speaker Programme enhanced Farhan's confidence as an ESL as he was able to justify his teaching strategies. As a novice teacher, Farhan often encountered unpleasant experience being severely criticized on his selection of teaching and learning activities by the officers from the District Education Office (PPD). Frequently, Farhan found his confidence on his capacity as an ESL teacher to be

diminished by the comments that he received from the officers. As a result, he was always uncertain about the effectiveness of his teaching strategies. However, having Sally as his Native Speaker mentor assisted him in planning teaching and learning activities that were effective and suitable for his students. This enhanced Farhan's self-esteem as he now has the knowledge and skills in selecting appropriate activities for his students and he was able to justify his decision related to teaching. He considers himself as proficient in his niche area and he strongly believed that he was able to provide justification to the chosen teaching and learning activities despite any criticism made onto his lessons.

“So at least, when I know how to do my job, so it doesn't matter when other people come to my school, nazir (assessor) or whatsoever when they come, at least you can justify what you are doing, this is how I do my work. Sometimes, they don't really bother they still want to scrutinize me. But then, never mind lah, it is their view. It doesn't mean that what they said is correct and what I am doing is wrong. It is just their view. It is me who deal with the class, see the effectiveness of your lesson, I have done my job properly, at least I have the self-confidence to carry out my job. I am the expert in my field. I know what the children's need, I know how to carry out lesson effectively. We experience a number of incidents where people came and told us “that's not the right thing to do, this is the right way” so we follow, but then another people came “No! That's not the right way, this is the right way!” So, what to do? So I just listen to them because they come to my school with their position, with their authority, so I just listen lah. But when I go into the class, and I discuss with my mentor, I know what to do actually. Of course I can take into the consideration their suggestion but it doesn't really matter. If it is suitable, if it can improve my lesson, I can take into consideration, if not, I just listen to it lah. “

(FIT5 – 133-149)

Moreover, the Native Speaker Programme enhanced Farhan's confidence as an ESL teacher as he found his speaking skills to be improved throughout the programme. As an ESL teacher in rural school, Farhan did not have much opportunity to practise his speaking skills with his colleagues as he did not want to be labelled as arrogant by the people around him. Although Farhan was able to practice his speaking skills during his lesson with his young learners, Farhan did not think it improved his speaking skills. This is because, the language that he used with his students were too simple as he must

make his speech comprehensible to the students. On the other hand, being a participant in the Native Speaker Programme provided him the opportunity to practise his speaking skills with more proficient speakers. Through this opportunity, Farhan was able to engaged in authentic conversation with his mentors in natural acquisition setting. Hence, this allowed Farhan to practise his speaking skills with his mentor and he believed that through practising, he was able to improve his fluency. Although Farhan understood that it is difficult for him to achieve the native-like accent, he was pleased that his speaking skills have improved gradually throughout the programme. Now that Farhan realized that his speaking skills have improved, he was more confident with his capacity as an ESL teacher. When asked if he felt that the Native Speaker Programme enhanced his confidence as an ESL teacher, Farhan responded;

“I can say yes. It enhances my confidence as an ESL teacher because before this, there are things that I was not clear about, things that I didn’t really know and then my speaking skills. I didn’t have any chance to speak English actually if the mentors do not come to my school. If you go to other school also, I don’t think the English teachers especially in SK will be communicating in English. Maybe there will be some, but rarely lah to find English teacher communicating in English even to other fellow English teachers. Because, it is a bit, I don’t know, cultural barrier I think, to face the way people look at you when you speak in English. But when the mentor comes to my school, there will be no excuse. I have to speak in English, so I don’t have the guilt or cultural barrier whereby people will stare at me just because I speak in English. No! Because when I am with my mentor, I have to speak in English, so during that time, I have the chance to at least practice my speaking skills. Maybe it is not perfect, maybe it is far from perfect, but at least, when you got to practise, it is going to get better, gradually right? Rather than you just speak Malay all the time. It is different. Even if you are trying to speak in English in the class, giving simple instruction, talking with the kids, it doesn’t really improve your English. You will stay at the same level. But if you get to communicate with Native speakers at least, it will get a little bit better.”

(FIT5 – 98-116)

#### **4.2.4.4 Non-Nativeness**

*Embracing non-nativeness.* One aspect with regard to the change in professional identity formation that Farhan experienced as a result to his participation in the Native Speaker Programme was pertaining to his identity as a non-native speaker of English.

Farhan denoted his feeling of inadequacy concerning his speaking fluency as a non-native ESL teacher as compared to the native speaker mentors at the beginning of his participation in the Native Speaker Programme. At the initial stage of his involvement in the programme, he believed that most of the mentees including himself felt ‘reluctant and shy’ about their level of English proficiency hence making it challenging for them to communicate with their mentor. He found that the mentors’ thick accent was tough to comprehend since all the three mentors come from different English speaking countries with Sally from England, Ian from Ireland and Jack from the United States. Similarly, he could sense that the mentors had difficulty in understanding the mentees Malaysian English. However, gradually, they began to familiarize themselves with each other’s slang and accent and the mentors gradually reduce their native accent to make it coherent for the non-native mentees.

“At first, I can say, maybe from my point of view, I think most of teachers were reluctant, they were shy because not only kids will find it difficult to deal with foreigners, teachers also, because our level of English is different right? When they first came also, their slang was a bit different and even they can’t really understand what we said because we are speaking English in Malay slang. But gradually, things have improved.”

(FIT1 – 93-98)

When asked if he was striving for a native like fluency during Interview 5, Farhan stated that he did not wished to achieve the native like fluency although he felt inadequate pertaining to his English language fluency in the beginning of his participation in the programme. This is because, in Malaysian context, he believed that having a native-like fluency would cause oneself to be incomprehensible to others and that is impractical for his role as a teacher as he needed the students and his colleagues to understand him while communicating with them. Therefore, Farhan was more comfortable embracing his non-nativeness without trying too much to strive for native-like fluency. He said,

“Because if you are trying to achieve hundred percent proficiency, and hundred percent grammatically correct, it is a bit difficult to achieve. And then hundred percent with accent, you want to master the accent some more, with the slang, you will make yourself incomprehensible to others in Malaysian context. As a teacher, you want to make yourself comprehensible to others, not only to your colleagues, but also to the children.”

(FIT5 – 344-349)

However, Farhan wished “to be able to speak at least maybe eighty per cent grammatically correct and with eighty per cent correct pronunciation. That is good enough for me I think.” (FIT5 – 342-344) Additionally, Farhan wished that he could speak English in his daily conversation more frequently. Farhan believed that it was important for him to speak English regularly as it a crucial part of professional identity that an ESL teacher must have. Nevertheless, Farhan realized the difficulties that he faced in order for him to converse in English. Without supportive environment, Farhan felt that he did not have adequate opportunity to exercise and improve his speaking skills.

“Through the way we mix with other English teachers, from there we can at least learn, oh you are an English teacher you have to be... you have to always realize that you are an English teacher, the way you carry out things, the way you carry activities, things like that. At least you have to put more English into your everyday life. Because Malay English teachers, usually they don’t really practice the language, that’s the problem. Because if English teachers don’t speak the language, trust me, there’s no other people will. But the problem is, when you talk, of course you cannot talk alone right? Even in school, for all English teachers, I can say lah, there is not really an opportunity to speak the language, you don’t speak the language among English teacher so we will lose the motivation to speak.”

(FIT2 – 316-326)

#### **4.2.4.5 Contentment**

*Satisfied.* Farhan believed that his participation in the Native Speaker Programme enabled him to go through positive changes pertaining to his professional identity formation, as he felt more content with his role as an ESL teacher now.

According to Farhan, the programme provided him a ‘life-changing’ experience (FIT5 – 530-548). This is because, it facilitated him in overcoming the challenges and struggles that he faced as a novice teacher by assisting him to improve his capacity as an ESL teacher. Through the guidance from Sally and other native speaker mentors, Farhan was able to develop necessary skills and gain a lot of valuable knowledge that allow him to morph to be a more effective ESL teacher. When asked to imagine what would happen to him now if he did not participate in the Native Speaker Programme, Farhan answered;

“Maybe there will be less... I don’t know... Maybe I will still be struggling to teach. And the children, maybe they are not able to enjoy my English lessons. Because, more or less what I am doing in class now come from what I learn during the Native Speaker Programme.”

(FIT5 – 558-561)

Accordingly, as the programme assisted him in enhancing his capacity as an ESL teacher, Farhan was more pleased with his teaching performance as compared to before his participation in the programme. Farhan considered his Year 1 students’ good achievement in reading as an indication that he had put in sufficient effort in teaching his students. Although he admitted some students were still struggling basic reading skills, he was happy with his overall teaching accomplishment. Nevertheless, Farhan realized that he could actually put in additional effort into his lesson to ensure all of his Year 1 students acquire the basic reading skills.

“I’m quite satisfied... but I think I can always do more for the children actually, because, for example now, I am doing LINUS for them right, carrying out LINUS test, umm... I think almost all the children can read it. At least word level. Word level they can read but there are some of them who can’t, it is not that they cannot read at all, but they will take more time to recognize words, and then, require more guidance from me. So I think, I should do more for them but then, I don’t know. I am quite satisfied with what I have done, but I can always do more actually. But for the time being, for what I have done, and for the majority of the children in my class, I think they got it. They can at they least read.”

(FTF5 – 464-473)

Despite being satisfied with his teaching performance, Farhan realized he should not be too comfortable with where he was now as there was a need for improvement. According to Farhan, since his students did not have much access to the use of English in their daily life, the language could be intimidating to some of his students. Although his students did not show that they are uncomfortable with learning English as they were always seemed to be interested in his lessons, Farhan felt that it is necessary for him to dedicate more effort to enhance his students' enthusiasm on English. Farhan believed that if his students have high motivation in learning English, their achievement on the subject would improve. Therefore, Farhan felt that it is necessary for him to motivate his students in learning English. Hence, he intended to carry out more creative and exciting lessons in order to instil more interest to his students thus, motivating them to acquire the language. When asked about teaching aspects that he wanted to improve in order for him to be an ideal ESL teacher, Farhan responded;

“To be more resourceful and maybe more creative in the class... or more exciting. Because now I think, the children are comfortable, and then they are interested. But I think I can always increase their level of interest in English. And increase their level of comfortable not only with me but with the subject. Because they are comfortable but I think they are just comfortable with the way I handle the language in class, but not with the subject itself. It is not like they are not comfortable with the subject. They are comfortable, they are not afraid learning English, they are not showing that they are not interested or whatsoever but they are interested. But they can be more interested if I put on more effort. Or I got the chance to improve, so they can be more interested. Maybe if they are more interested, their performance and achievement maybe higher. Maybe I can improve on that aspect.”

(FTF5 – 478-489)

In addition to being satisfied with his progress as an ESL teacher, Farhan stated that he now enjoyed teaching English to his young learners. While he did not deny the difficulties and challenges that he had to face in teaching foreign language that is “alien” to his students, Farhan considered his teaching profession to be exceptionally rewarding (FTF7 – 457-459). Farhan realized that there would be more challenges that

he needs to face in the future, due to the dynamic nature of teaching profession that requires teachers to be able to cope with changes in order to meet the current educational demands. Nevertheless, with the knowledge and skills that he gained throughout the Native Speaker Programme, he was positive that he would last in the teaching profession (FTF5 – 504-509). When asked the question “Where do you see yourself in another 5 years?”, Farhan answered;

“First thing, I am quite content with what I am doing, with where I am now. So in five years time, I think I will still be here. But, a better teacher, more resourceful, more creative, more exciting, more effective. I will try to do that!”  
(FTF5 – 494 -499)

#### **4.2.5 Conclusion**

Farhan’s participation in the Native Speaker Programme contributed to his professional knowledge construction through few ways. First the Native Speaker Programme bridges the gap between his knowledge during pre-service training and the knowledge in the real classroom as he revisited his existing knowledge. Second, the Native Speaker Programme expanded his knowledge-base as a teacher and this include knowledge about language, pedagogical content knowledge and knowledge about students. Third, his accommodating mentor’s pleasant personality enabled him in constructing his professional knowledge comfortably. Fourth, his mentor provided guidance as an expert by playing these two important roles; as a facilitator and speaking partner. Fifth, the Native Speaker Programme contributed to Farhan’s professional knowledge construction by providing him the opportunity to engage in enriching activities that promotes communicative environment which include effective demonstration of teaching and learning activities conducted by the mentors.

Also, the Native Speaker Programme influenced Farhan’s professional practice as ESL primary school teacher in few aspects. First, the Native Speaker Programme influenced his classroom management as he employed helpful techniques such as



attention grabber and rules establishment that he learnt from the programme. Second, the programme influenced Farhan's way of motivating the students as he emphasized on developing his students' intrinsic motivation. Third, the programme influenced Farhan's practice as he was engaged in reflective practice which include reflection and equation where he compare himself with his mentor and his colleagues. Fourth, the Native Speaker Programme influenced Farhan's teaching methodology as he used English as the medium for classroom instruction and emphasized on reading skills. Fifth, the programme influenced Farhans' selection of teaching materials as he included more teacher-made resources in his lessons.

Additionally, the Native Speaker Programme enabled Farhan to experience changes in his professional identity formation through few ways. Firstly, it encouraged Farhan to be accountable through his responsibility as an ESL teacher. Secondly, the programme instilled compassion in Farhan as he learned to be more approachable towards the students. Third, the Native Speaker Programme enhanced Farhan's self-confidence as he now considered himself as an expert of his field. Fifth, the programme identified Farhan's role as a non-native English teacher where Farhan decided to embrace his non-nativeness. Ultimately, the programme fostered Farhan's contentment about his teaching profession as he was more satisfied with his performance as an ESL teacher.

#### **4.2.6 Case Two: Nadya**

Nadya was an English language teacher in her mid 20s, teaching in a suburban primary school in one of the states in central region of Malaysia. Her first language is Malay and she has a bachelor's degree in education in Teaching English as a Second Language (TESL) for Primary Education from a public university in Malaysia. Nadya admitted that teaching was her 'last choice of profession' and she was forced by her

father to enrol into the TESL Bachelor's Degree programme and subsequently to take up teaching as her career. As a pre-service teacher, she considered teaching English as an uninteresting job and she stated that being in the B.Ed TESL programme for six years did not change her negative attitude towards the profession.

Nadya was first posted away from her husband and daughter to a rural primary school in one east cost state of Malaysia where she taught English to lower primary students. Since it was also the first year of the implementation of the new curriculum KSSR (Primary School Standard Curriculum), Nadya considered her first year of teaching as full of struggles and confusions as she did not have anyone to guide her. Additionally, she faced difficulties in teaching English language to her aboriginal students since she was not exposed to any input on dealing with aboriginal students during her pre-service years.

Few months later, she was transferred to the current school near her family. In this suburban school, Nadya taught English to Year 1, Year 2 and Year 3 low proficiency students. Although the school was located in a suburban area, most of the students came from families of low social economic status with their parents working as farmers at the tapioca, sweet potato and pineapple farms nearby the school. Some of her students would rush home to help their parents in the farms after school.

As a Year 1 English teacher who must employ the newly implemented KSSR, she was selected to be a participant of the Native Speaker Programme. Nadya was first assigned Mark, a native speaker in his mid 30s from Canada as her mentor. However, it was only for two weeks before Victoria replaced Mark as her new Native Speaker mentor. Victoria was a mentor in her late 40s who was born in the Philippines. Her first language is English and she spent few years of her childhood in the United States. Victoria spoke English fluently with a hint of Filipino accent. She had an extensive

experience as an ESL teacher teaching in private schools and universities in countries like the United States, Australian and the United Kingdom.

As Nadya's mentor, Victoria visited Nadya at school to carry out two times per month observation on Nadya's classroom teaching and learning activities. In addition, Victoria would conduct pair-teaching where she would teach alongside Nadya, team-teaching where she would teach together with Nadya and her other mentees in the school, and demo-teaching where she would demonstrate teaching and learning activities with her mentees sitting at the back of the class to observe her. Furthermore, Victoria conducted Teacher Professional Development (TPD) workshops once a month for all of her 23 mentees. As a participant of the Native Speaker Programme, Nadya was required to attend the TPD workshop. In the three hours of TPD workshop, Nadya and other English teachers from different schools would take part in various learning activities such as lectures, group work, games, presentation, discussion and quizzes.

In this chapter, Nadya's professional development throughout the Native Speaker programme will be discussed by dividing them into three categories: a) Nadya's professional knowledge, b) Nadya's professional practice, and c) Nadya's professional identity formation.

#### **4.2.7 Nadya's Professional Knowledge**

This category addresses the first research question of the study, 1) How does the Native Speaker Programme contribute to the novice teachers' professional knowledge? Five major themes emerged in this category: a) bridging the gap between pre-service training and the real classroom , b) expansion of knowledge-base c) accommodating mentor, d) guidance from the expert, and e) enriching learning activities.

#### 4.2.7.1 Bridging the Gap Between Pre-service Training and the Real Classroom

*Theory versus practical.* The Native Speaker Programme facilitated Nadya's professional knowledge construction by bridging the gap between her pre-service training in university and teacher training college with the real classroom. Nadya's juxtaposition on the knowledge that she learnt during pre-service training with the knowledge that she gained through the Native Speaker Programme made her realize that the knowledge she learnt in the teacher training college and at the university was mostly theoretical. On the other hand, the knowledge that she gained through the programme was practical and readily available to be employed into teaching and learning activities in her classroom. In addition, Victoria's presence in Nadya's classroom during school visit allowed her to receive relevant and constructive feedback on improving her lesson as the feedbacks given by Victoria were based on her critical analysis on the situation in Nadya's classroom. Nadya shared her view on how she could use the knowledge on classroom management that she gained from her mentor as a hands-on input although she had learnt about it earlier during her studies.

“Personally as a TESL teacher, most of the input given in the programme was already given during my studies, so for me, the most valuable input that she (Victoria) gave me is classroom management... because what have been thought during my study in university was more towards theoretical. So what she gave me is practical. So it helps me managing my class because she will be there, she looks at the situation, she evaluates the situation and she gives suggestion. So that's why it helps because during the university time, we were just taught in general. The lecturers did not see the real classroom, they did not know how your students are, so that's why this programme helps.”

(NIT2 – 94-103)

Therefore, Nadya's participation in the Native Speaker Programme enabled her to gain more hands on knowledge to supplement her existing theoretical knowledge that she gained during pre-service training. This hands on knowledge not only contributed to Nadya's professional knowledge construction, but also allowed her to improve her professional practice and to form her professional identity.

#### **4.2.7.2 Expansion of Knowledge Base**

*General Pedagogical Knowledge.* One aspect of knowledge that was highlighted during the Native Speaker Programme was general pedagogical knowledge. In the observation of TPD workshop carried out by the researcher, Victoria conducted an activity on lesson planning. In this activity, the teachers were required to take out their lesson plan books. Victoria then gave a brief lecture on ideal lesson objectives and emphasized that lesson objectives must be measurable. Few participating teachers were invited to share the lesson objectives that they have written in their lesson plan books. Next, Victoria gave suggestions to improve the participants' lesson objectives and teachers were given ten minutes to make amendments to the lesson objectives in their lesson plan books. After that, teachers were given the opportunity to present their amended lesson objectives. (NTF1 – 101-111) This session enabled Nadya and other participating teachers to enhance their general pedagogical knowledge on lesson planning through the hands-on activity and immediate feedback given by their mentor.

In addition, the Native Speaker programme provided Nadya the opportunity to broaden her knowledge base on classroom management. Although Nadya still appeared to be struggling with classroom management during the classroom observations carried out by the researcher, Nadya admitted that her knowledge on classroom control has improved throughout the programme. This is because, Nadya received a lot of valuable input to improve her classroom management from her mentor through mentoring activities such as co-teaching, demo-teaching and classroom observation. During co-teaching and demo-teaching conducted by her mentor, Victoria demonstrated effectual classroom control techniques that were suitable for Nadya students. Therefore, Nadya was able to build better understanding on effective classroom control through the examples of technique shown by Victoria. As for the classroom observation by her

mentor, Nadya gained useful knowledge on classroom management from constructive feedback given by Victoria.

“When Victoria is visiting, and she sees something that is not right to her eyes, for example; when you are teaching in front and kids quarrelling at the back, she has to interfere. So that from there, she will tell you that this is good for your class and this is not good for your class. Maybe this is good for this class and not good for other class. She’ll be entering all the classes we are teaching. So she will observe and sometimes she will give suggestions, like maybe for this kind of activity, we can do like this, so that the students won’t be doing something else. She will give you ideas and basically, input for you to control your class... From her observation and from the observation sheet that she has, she will write, what you should do and what you should not do. And she always asks you to evaluate your own lesson.”

(NIT2 – 68-80)

*Knowledge of Context.* It was also found that the Native Speaker Programme enabled Nadya to gain more understanding about her context. During the TPD workshop that was observed by the researcher, Victoria conducted a discussion on the topic “Manglish: What to be careful about?” The discussion was about the use of Malaysian Colloquial English (Manglish), which is an English-based creole spoken in Malaysia. In the discussion, she highlighted how few words and phrases that were frequently used by Malaysian that carry different meanings to the native speakers. Additionally, she indicated that, words such as “going back, already, can and cannot, isn’t it, finish and outstation” were often misused by Malaysians. Although Victoria asserted that it is acceptable for Malaysians to use Manglish among themselves and “she stated that she does not care about the accent” (NTF1 – 52), she encouraged her mentees to use English correctly especially in the classroom. This is because she believed that teachers are important language models for the students and she did not want the students to pick up incorrect language use from the teachers. Hence, this gave Nadya the opportunity to enhance her knowledge of her context as she said,

“And for the Manglish aspect that she highlights, she helps me to understand, in the Malaysian context, this is the kind of language you use, but in the native speaker countries it is different, like for example the use of word ‘outstation’

which means different things in different countries. So, we are aware and understand our society.”

(NIT2 – 162-168)

Furthermore, the Native Speaker Programme assisted Nadya to recognize certain Malaysia teachers’ practices of inappropriate classroom instructions. In one session of the TPD workshop observed by the researcher, the participating teachers discussed about the usual classroom instructions that they used during teaching and learning activities. Victoria asserted that she frequently observed teachers in Malaysia using classroom instructions that were not appropriate. For instance, some teachers used the phrase “shut up” to tell the students to calm down, “pass up” to tell students to hand in their works, and “wrong” to tell students that their answer was incorrect. She added that, based on her observations, some teachers did not even make an effort to give classroom instructions in English and simply resorted to use Malay to deliver instructions to their students. Victoria highlighted that these practices were improper and ineffectual in promoting English language learning among students. Hence, she invited one participating teachers to lead a discussion on how to give simple, appropriate and motivating classroom instructions for young learners. In the discussion, a list of twenty classroom instructions in Malay was presented. The participating teachers work together to translate the instructions into a list of suitable, appropriate and motivating classroom instruction for young English language learners. (NTF1 – 128-155)

*Knowledge of students.* Nadya acknowledged that the Native Speaker Programme encouraged her to develop a better understanding of her young ESL students. Nadya explained that, through the classroom observation conducted by her mentor, Victoria helped her to recognize differences in students’ ability, learning styles and preferences so that she could cater her lesson to suit the students. Nadya described how she learned about her students’ ability and preferences through her mentor,

“...because she is in my class, she observes the students. So sometimes she said, “for this kind of students you can’t do like this, you need to do other way. For this students you need to give more works, for this students, less work, more fun activities.”

(NIT2 -114-120)

Likewise, Nadya gained better understanding about her students with learning difficulties. This is because, her mentor assisted her in carrying out lessons to students with learning difficulties by suggesting effective teaching and learning activities for them. According to Nadya,

“...having a mentor, especially my mentor, she really guides us in helping the kids – meaning that if we are having problems with the kids for example, like students with learning difficulties, she teaches us how to cater to this kind of kids. Or for example for kids with ADHD, those hyperactive kids, she will also teach and help me how to overcome this types of kids. For example, if this student is so hyper, what should you do with him to focus on the lesson.”

(NIT3 – 17-22)

*Pedagogic Content Knowledge.* Furthermore, the Native Speaker Programme assisted Nadya’s professional knowledge construction by enhancing her pedagogic content knowledge. This is evident when Nadya shared her experience on learning how to cope with challenges in teaching young learners who were having difficulty in understanding abstract concept. According to Nadya, her mentor encouraged her to use gestures to explain meaning of words for her young learners. As for words that were unexplainable through non verbal gestures, Nadya was suggested by her mentor to translate the words into the first language in order to explain their meaning her young learners.

“...because the students are using English as a second language, so she said sometimes it is okay to translate to Bahasa but not too much, and she also teach us how to do non verbal like giving meaning using non verbal gestures. She said it’s okay if they reply in their first language and then she said that the use of first language in the classroom is okay. Some mentors disagree with that but my mentor is okay with it. Because she said, sometimes you can’t interpret using non verbal or whatsoever, you need to use the first language.”

(NIT2 – 25-31)



Nadya believed that the use of non-verbal gestures and first language in explaining meaning of words enabled her to maximize the effectiveness of her teaching and learning activities. This is because, when the students understood the meaning of main words emphasized in her lesson, they were able to pay more attention to the lesson, participate more actively in the activities and ultimately experience a more enjoyable lesson. Therefore, these helped Nadya to achieve her lesson objective.

*Knowledge about Language.* Another aspect of knowledge that Nadya realized to have extended throughout her participation in the Native Speaker Programme was knowledge about language. This is because, the programme placed a great emphasis on grammar. In the TPD workshop observed by the researcher, Victoria carried out few sessions on teaching grammar to the participating teachers. This included lessons on parts of speech, subject-verb agreement, relative clause, modals, tenses and wh-questions. Victoria used games activities for teaching parts of speech to her mentees. In the activity, participating teachers were assigned into two teams. Each team was given a tambourine and they were required to shake the tambourine in order to answer the questions. Teachers took turn to answer questions on identifying parts of speech of words in sentences read by Victoria. Teams were rewarded with points for every correct answer. In the observation of TPD workshop, the game on parts of speech was captured through the following episode.

“Teachers seem engaged with the game. They appear excited laughing and clapping their hands together throughout the game. The session is lively. The room is filled with laughter.”

(NTF1 – 97-99)

Victoria proceeded with more formal lecture-based session on subject-verb agreement, relative clause, modals, and tenses. For this session, the teachers learnt grammar deductively where Victoria presented the teachers with grammatical rules at

the beginning the lesson. The lesson continued with some grammar exercise where the teachers needed to work in pairs to answer questions related to the grammatical concepts taught before discussing the answers together with their mentor. Although the session seemed dry and unexciting, the participating teachers managed to remain engaged in the session. Then, the workshop turned lively again as Victoria continued with a game on Wh- questions. Sharing the same rules with the previous game on parts of speech, the teachers took turns to form Wh-questions for sentences read aloud by Victoria. Teams were rewarded with points for every correct answer and as for incorrect answers, Victoria facilitated teachers to form Wh-questions accurately.

#### **4.2.7.3 Accommodating Mentor**

*Dedicated.* Nadya believed Victoria's dedication towards mentoring enabled her to gain a lot of knowledge from the mentoring activities. As a novice teacher with limited teaching experience, Nadya had many doubts on effective teaching and learning activities. She often encountered difficulties in carrying out her lessons as most of the time she was unsure of the appropriate ways to handle large classroom, to deal with misbehaviour, and to conduct effective teaching and learning activities for students with very low English language proficiency. Additionally, Nadya found it very challenging to implement the newly implemented KSSR as the English language syllabus because the contents of the curriculum were alien to her. Luckily, having a mentor as dedicated as Victoria had helped her to disentangle her uncertainties about her lessons and her students. This is because, Victoria always exhibited great enthusiasm in assisting Nadya to confront challenges that she faced as a novice ESL teachers. Nadya asserted that she could ask Victoria any question pertaining to problems that she faced in conducting teaching and learning activities and Victoria would always give effective solutions to her problems. Nadya added,

“She is very approachable. Basically I can SMS her to tell her my problems or to tell her that I want to see her. If I SMS her to tell her that I want to see her, she will arrange time for me. And she will come to me, to my school. Not the other way around. That is her. That’s how committed she is as my mentor.”

(NIT1 -107-110)

Furthermore, in the observation of TPD workshop carried out, Victoria repeatedly stated that the participating teachers were welcomed to contact her if they faced any problems related to their lessons so that she could give them one-to-one assistance.

*Considerate.* Nadya regarded Victoria as a considerate mentor who has a lot of empathy towards her mentees. She deemed that Victoria’s understanding towards her and her fellow colleagues reduced her stress and enabled her to gain knowledge comfortably from the mentoring activities in the programme. As a working mother with a five-year-old daughter, Nadya found it challenging to attend the TPD workshop that was usually conducted in the morning outside of school hours. This is because, it interrupted her daily routine as a mother who had to look after her daughter before she sent her daughter to kindergarten and went to school to teach in the afternoon session afterward. To make things easier for Nadya and other participating teachers, Victoria allowed her mentees to bring along their children to the TPD workshops. In addition, she would also arrange for some activities for the kids so that their parents could pay attention on the activities during the TPD workshops.

“And she doesn’t mind if we bring along our kids to the TPD workshops. She will even prepare extra food for our kids, give some activities for the kids to do. She is very understanding.”

(NIT1 – 130-132)

In the observation carried out by the researcher during the TPD workshop, Victoria presented the teachers’ children with colouring pages for them to pass the time while waiting for their parents to finish their TPD workshop. Furthermore, she prepared some refreshments for the kids as well as their parents during the workshop. Nadya added;

“I respect her... because in any ways possible, she will try her very best to help me and makes sure that being in the programme is not a burden, to ensure that the programme is not a burden to me. That is her and she is a very lenient person where you can... let’s say you are having a bad day in a particular workshop, she can let you go early. If I need to fetch my child at 12, she will let me go early at 11:30. She will try to finish everything before the time you told her you are leaving. That is her.”

(NIT1 – 123-129)

Nadya strongly believed that it is important for a mentor to be considerate of the mentees’ current situation in order to ensure successful learning experience from the Native Speaker Programme. Recalling her brief experience working with Mark, her former mentor, she felt being in the programme was very stressful for her as she considered Mark to have little empathy for his mentees. This is because, participating teachers were often given daunting remark for minor mistakes that they did such as being a bit late to the workshop, answering important calls from family members during the workshop, leaving the workshop early to fetch their children from school and talking during his lecture in the workshop. As a result, Nadya felt demotivated to participate in the programme and she felt the programme uninteresting and distressing. She noted that:

“The guy mentor, a Canadian, is not approachable type of person where inside your class, you tend to be quite, he expects you to come into the workshop, be quiet and observe whatever he wants to do. I think this programme depends very much on the mentors. If you have a good mentor, then it is gonna be a fun programme. If you have someone like Victoria, then it is very good, if you have someone like Mark, you will find that the programme is very boring, stressful, although the content of workshop is similar... he is too strict, you can’t do this, you can’t do that, don’t talk. So many don’ts. They have to understand, this programme is outside school hours, so we have other things planned, we have kids, families. But, he will be like, you cannot go home early, you are late.”

(NIT2 – 162-174)

On the other hand, having a considerate mentor such as Victoria allowed Nadya to experience learning in a more conducive environment where she felt respected and motivated to learn.

#### 4.2.7.4 Guidance from Expert

*The source of reference.* As a mentor, Victoria played an important role in contributing to Nadya's professional knowledge construction. Nadya viewed Victoria as her ultimate source of reference. This is because, whenever she encountered problems related to teaching and learning activities, she would ask for Victoria's help. Nadya believed that Victoria's suggestions were the best solutions for her classroom problems as Victoria had adequate understanding and familiarity with her students and her school. In addition, Victoria had an extensive experience as an ESL teacher teaching in private schools and universities in countries like the United States, Australia and the United Kingdom. Hence, Nadya always trusted her judgement.

“You see, when you are having these sorts of problems, you know who to refer to. So she will be giving advices that you can use and you can adapt it to suit you so that you won't be having this work stress environment. So, the presence of my mentor really eases me where for example, if I am having problem with my kids, students. I go to her and ask – I have this problem with my student, she can't read, she can't even say the word, she refused to say the word, what should I do? And she'll be giving lots of suggestions – maybe you can try this, maybe you can try that, so that kids can involve in your lesson.”

(NIT4 – 263-270)

Having Victoria as her ultimate source of reference allowed Nadya to gain knowledge on the most effective ways to cater student's differences during teaching and learning activities.

Apart from problems pertaining to teaching and learning, Nadya would always consult Victoria if she has questions on English language. She believed that as a native speaker of English language, Victoria's answers to her question on English language were 'accurate'. In addition, Victoria's willingness to guide her in improving her English language encouraged her to learn more about the language.

“If I am having trouble, I have someone to go to. Let's say, I am facing a problem with the language, I can just ask her, without her, I have to ask other people, and sometimes, the answer from other people is not as accurate as her,

and sometimes other people do not really want to help you, like I am going to trouble other people. But by having my mentor, I can ask her things regarding teaching and the language especially. It is very good. It is like having a living dictionary. And a living grammar book.”

(NIT1 – 174-184)

In addition, the Native Speaker Programme assisted Nadya in coping with change in her work environment. This is because, as a lower primary English teacher, Nadya was entrusted to carry out a newly implemented LINUS (Literacy and Numeracy Screening) Programme for her students. LINUS is an intervention programme which aims to promote equality in education for lower primary school students – Year 1, Year 2 and Year 3. Students were required to undergo screening test at the early stage of schooling so that teachers were able to identify their strength and weaknesses in literacy and numeracy skills. Subsequently, weaker students will be given extra attention and assistance so that they will be able to keep up in mainstream classes. Since LINUS programme required Nadya to employ different materials, techniques and approaches than what she normally used for her lesson to prepare the lower proficiency students for the screening test, Nadya found herself struggling in delivering LINUS programme. As a mentor, Victoria assisted Nadya in coping with the newly implemented programme by providing her with necessary input that she requested from the District Education office. Nadya asserted that,

“Now, we have LINUS for English, our mentor helps us to understand and also to deliver this LINUS programme inside the classroom. If we did not understand anything or if we are having difficulties, she herself will straight go to the PPD (District Education Office) and say – my mentee is having problem with this programme, this LINUS programme, they are having these problems. So how can I help her? So she did that for us and she came back to us and gave us this one PowerPoint presentation, with all those teaching aids and things you can use to deliver the LINUS programme.”

(NIT4 – 445-452)

In order to facilitate Nadya in executing the LINUS programme, Victoria trained Nadya in preparing suitable teacher aids and materials to identify weaker students. In addition, Victoria demonstrated suitable teaching and learning activities for the weaker students

so as to enable the weaker to students to exit the LINUS class and to keep up in mainstream class. Nadya explained,

“...the mentor help us by giving teaching aids, on how to teach this LINUS kids who are having problem, and also how to identify this LINUS kids and also helps us on teaching the kids so that they will be out from the LINUS programme, so that they will be just the mainstream student. Not LINUS students. So the mentor helps us in producing things, materials to differentiate these kids. And also, how to match these LINUS kids with which materials that are more suitable for them, and not suitable for mainstream students.”

(NIT4 – 489-496)

With her mentor as the source of reference who provided her with hand-on knowledge on effective teaching and learning activities, Nadya believed that the Native Speaker Programme played an important role in her professional knowledge construction. As a novice ESL teacher with just one year of teaching experience, the programme provided necessary support and assistance for her to carry out her duty. When asked on the role of the programme in helping her to cope with the challenges that she faced as a novice teacher, Nadya had the following to say:

“It is like... a cane for you to hold on. When you are falling down, you have something to hold on. That is what I considered the programme is. When you are having trouble, you have someone to ask. And you have someone to refer to – that is what the programme is to me.”

(NIT4 – 241-245)

#### **4.2.7.5 Enriching Learning Activities**

*Platform for exchange of ideas.* The Native Speaker Programme assisted Nadya’s professional construction by providing her the platform for exchange of ideas with other participating teachers. This is due to the fact that the activities in the programme promoted cooperation and teamwork among the participating teachers. As for instance, the teachers were able to work together during activities in TPD workshop and this encouraged them to learn from each other. This is evident when Nadya talked about sharing teaching materials and lesson plans with her colleagues from different schools.

“We share things among participating teachers... like teaching ideas. So we compile everything in one place and share it using Dropbox so everyone can use the same materials and the same hand-outs or ideas in their classroom. And it is free. You don’t have to take too much time to produce that one particular thing. For example, I have Alphabots videoclip so I share with them in the dropbox. Most of the teachers, maybe they do not know where to find the video, so when I give that, they can use it.”

(NIT2 – 42-48)

Hence, through the exchange of ideas during the programme, Nadya was able to attain useful insight from her colleagues on different various techniques of teaching and learning activities. Moreover, the exchange of ideas enabled participating teachers to minimize their workload in preparing materials for lessons as they were able to adopt suitable materials and lesson plans from their colleague into their own classroom.

*Motivating.* Nadya admitted that the Native Speaker Programme provided a motivating learning environment for her to learn. During the TPD workshop as observed by the researchers, Nadya and other participating teachers participate actively in all the activities. They enjoyed games and activities conducted by Victoria and they appeared engaged throughout the four hours workshop. According to Nadya, her mentor would make them “feel that it is fun to go to workshops” (NIT2 – 223). It was also observed that, Victoria motivated her mentees by rewarding them with positive reinforcement in the form gifts and this was by the following episode,

“The session continues with Victoria presents tokens of appreciation to teachers who have performed remarkably in last few months – teachers with perfect attendance and participate actively in the programme. Among the gifts are; decorative house items, stationery and activity books for kids. In addition, she thanks the teachers who have helped her for MELTA exhibition and for giving outstanding performance.”

(NTF1 – 159-164)

Nadya added that her mentor “will give presents to motivate, and we will be so excited and engaged in the lesson during workshops.” Furthermore, she asserted that the interesting approach and the fact that her mentor promoted interaction between mentees



motivated her to learn during the programme as she said, "...her methods are not boring, even in the workshop, she encourages us to talk."

Moreover, Victoria's fresh approach did not only motivate the participating teachers, but also motivated the students to learn. Since new learning experience enhances students' interest level (Lightbown and Spada, 2004), Victoria's presence in the classroom enhanced students' motivation, as they were able to undergo a reviving learning experience during demo teaching conducted by Victoria. Nadya asserted that,

"I think they are all good because the programme give my students a new breath of air, where they learn with different teacher (Victoria), new teacher to them, you can see how the cooperate with different teacher. The students experience new things and I myself can learn new things..."

(HIT1 – 154-157)

#### **4.2.8 Nadya's Professional Practice**

This category addresses the second research question of the study, 2) How does the Native Speaker Programme contribute to the novice teachers' professional practice as ESL primary school teachers? Five major themes emerged in this category: a) classroom management, b) motivating the students, c) teaching methodology, d) teaching materials and, e) reflective practice.

##### **4.2.8.1 Classroom Management**

*Caning.* Novice teachers face many challenges as they learn how to teach in their first year (Farrell, 2009). One of the challenges is classroom management. As for Nadya, she believed that the Native Speaker Programme has helped her to improve her classroom management style. During the third interview, Nadya admitted that at the beginning of the year, she used to bring a cane into her classroom with hope that it would help her to control her classroom.

"Interviewer: Describe your classroom management style, has it changed since before you participate in the programme?"

- Nadya: Umm, yes because ... maybe because I was teaching the Year 1 kids and Year 1 kids are special kids because they are in the transition programme from preschooling to formal schooling. So, the programme, I used lots of ... you were not caning them but you used some sort of punishment for them if they didn't do things. But now, you don't have to bring cane inside the classroom, and yet you can still control the classroom because the kids themselves, they know how to behave in the classroom because of the routine that we have given them and this routine is also taught inside the workshop, what we can do to manage your class. So she (Victoria) told us, okay, you can use this routine to control your kids. If your kids start to make noise, ask them to do this, ask them to do that, then they will stop making noise and then we continue our teaching.
- Interviewer: Examples?
- Nadya: Let say if you are watching a video, and then suddenly some of your kids are playing, stop the video, ask them to stand up, so some TPR (Total Physical Response) like – put your hands out, up, down, sit down. Squat. And then, when they start paying attention to you, then start the video again.”

(NIT3 – 191-216)

In the third interview, Nadya asserted that her mentor has helped her to adjust her classroom management style from using corporal punishment to deal with misbehaviour into a softer approach. As an alternative to using the cane for classroom control, Nadya was suggested to employ the Total Physical Responds (TPR) approach by her mentor. The TPR approach emphasizes on the importance of having students enjoy their experience in learning second language (Larsen-Freeman, 2006). In fact, the TPR was developed to reduce the stress students feel when learning second language. Thus, teachers need to use ‘zany commands and humorous skits’ to show students that second language learning can be fun.

However, during the second classroom observation carried out by the researcher right after the third interview, Nadya was observed to continue bringing the cane into the classroom. Furthermore, Nadya was observed by the researcher to strike the cane loudly on the table whenever the students started to make noise (NCF2 – 16). This contradicted with her mentor's suggestion, which was to use the TPR approach for

classroom control. In fact, there was no evident of the use of the TPR approach by Nadya to deal with misbehaviour during all the three observations of her teaching and learning activities in her classroom conducted by the researcher.

After the second classroom observation, Nadya told the researcher that she was actually still struggling with classroom management. She felt that the use of cane was more effective and ‘easy’ as compared to using the TPR approach for classroom control particularly with large class of 40 students like hers. (NCF2 – 59-61) In addition, she also expressed her frustration with her school superiors for allocating too many students in a class. While teaching large class of high proficiency students was acceptable for Nadya, teaching low proficiency class with too many students was very challenging for her as a novice teacher. This is because, large enrolment caused students’ disengagement from the lesson which lead to misbehaviours. Although she had voiced her concern over this matter to the school superiors, she felt that her school placed their attention solely on high proficiency class.

“Nadya expressed her disagreement with her school superiors about the fact that they always want to do observation of classroom teaching and learning activities in only ‘good’ class. She said her superiors are in denial, as they do not want to know what is actually going on in ‘intermediate’ or ‘initial’ class.”

(NCF2 – 67-70)

#### **4.2.8.2 Motivating the Students**

*Extrinsic before intrinsic.* There has been a great deal of research on the role of motivation in second language learning. General findings indicate that motivation is related to success in second language learning (Gardner, 1985). As for Nadya, the Native Speaker Programme has influenced her in the way she motivated her students into learning English. During the observation of TPD workshop conducted by researcher, Victoria employed extrinsically motivated activities by rewarding teachers who have performed remarkably in the programme with tokens of appreciation.

Similarly, Nadya believed that instilling extrinsic motivation is important particularly at the beginning of the year in order to capture students' interest into learning English. In the first classroom observation conducted by the researcher at the beginning of the year, Nadya was observed to reward her students who had completed their tasks with colourful stamps with words such as "terrific", "very good", "well done" and "great" to students with good works (NCF1 –78). In addition, since Nadya brought the cane into classroom, any of her students' behaviours that were initiated solely to avoid punishment could be considered as extrinsically motivated behaviour. This is because, according to Brown (2000), punishment avoidance is one of the extrinsically motivated behaviours as it is able to develop students' sense of competence and self-determination.

Nevertheless, Nadya believed that intrinsic motivation is superior to extrinsic particularly for long-term retention. Hence she only emphasized extrinsic motivated activities at the beginning of the year to capture her students' interest into her lesson. Subsequently, she employed more intrinsic motivated activities gradually by preparing interesting and fun teaching and learning activities so that the students develop their own interest on learning English from within. In the following excerpt, Nadya explained how her students begin to develop their intrinsic motivation through the use of teaching and learning activities of their preference.

“Interviewer: So, would you say that by using interesting activities, you will somehow motivate the students and switching from extrinsic to intrinsic motivation?

Nadya: Yes. But by selecting activities that are suitable for them. It is not just fun, it is not just videos, even if we are doing writing activities, just simple drawing inside the classroom, is good enough to motivate them. Which is, it won't be happening at the early part of the year, but towards the end, it is there. They just do a simple drawing and yet, they are motivated to learn because of what you have used earlier and those activities that you have done inside the classroom, their own motivation, and our own motivation, that we always encourage them, we say, 'your

drawing is nice', then it helps them, like it boosts their motivation, from inside."

(NIT3 – 144-155)

#### 4.2.8.3 Teaching Methodology

*The use of first language in the classroom.* In the second interview, Nadya informed that her mentor allowed the use of first language in the classroom. According to Nadya, Victoria justified the important role that the first language play in making meaning clear to enable students to follow the teaching and learning activities. In fact, during the observation of TPD workshop conducted by the researcher, Victoria emphasized that the use of Manglish is acceptable for her. She added that language is only for communication and she did not think it is important to have native-like accent (NTF1 – 53-54). Hence, during all the three observations of Nadya's teaching and learning activities in the classroom, the first language, Malay, was used to make instructions comprehensible to students. Nadya was observed to translate English words and phrases into Malay to make their meaning clear to students so that the students were able to keep up with the lesson. The role of the first language in Nadya's classroom was captured through the following field notes.

"Nadya distributes the storybooks to the students. Every student is given one book. Nadya shows students the storybook that they are going to use for the lesson. She asks the students, "What is this?" (*points at a picture of a rat on the storybook*). Students answer, "Tikus!". Teacher replies, "This is a rat. Tikus is in BM (Malay). In English, this is a rat. So this is a...?" Students reply, "Rat!". Nadya reads aloud the story and the students to follow after her word by word. Nadya reads, "Mac is a fat rat." She asks, "What is fat?". Students give incorrect answers. Nadya asks again, "What is fat" and acts out the adjective fat at the same time. Students answer, "Gemuk!!" Nadya nods her head. She reads aloud the story. Students follow after her. Along the way, she explains the meaning of each sentence through gestures and using Malay."

(NCF1 – 58-73)

*More than just writing.* Nadya believed that the Native Speaker Programme enabled her to modify the way she planned her English lessons. Before her participation in the programme, Nadya tended to place too much emphasis on writing. This is because, her school superiors required teachers to show evidence of teaching and learning activities that took place in the classroom in the form of students' written work. However, through the mentoring activities such as TPD workshop, demo-teaching and co-teaching, she realised that her mentor did not solely focus on writing but gave equal attention to all the four skills; speaking, listening, reading and writing.

“When the mentor is teaching, we observe, she doesn't stress on writing. Whereas, for our school, they want proof of learning in the form of writing activities. The mentor does not really emphasize on writing. So there is a conflict between what the mentor teaching us and what the school want from us. What we are suggested to do and what we are asked to do. For example, for mentor, when we carry out storytelling in the classroom, we can assess students' understanding or reading skills through puppet where the students retell the story. But for the school, they want proof and they want it in written form. If we do not have writing activity as proof, the school will assume that we are not teaching during English lessons in the class. So there is a clash between the school and the programme. “

(NIT1 – 59-75)

Although there was a disagreement between focused language skills suggested by her mentor and by her school, Nadya decided to take her mentor advice. She felt that it was necessary for her not to focus exclusively on teaching writing but to give equal attention to all the four language skills. As a result, she changed the way she planned her lesson by including variety of activities on reading, writing, listening and speaking. This was reflected through Nadya's teaching and learning activities based on the classroom observations conducted by the researcher as she was observed to incorporate all the four language skills in her lessons. The following excerpt describes how the way Nadya planned her lesson was altered as a result of her participation in the programme;

“Nadya:            Okay, if before the programme, if we are planning our lesson, usually, we just open the textbook, find the activities that we can

use, which page, and then, at the end, must have a writing activity. But now, no more like that, it is not just strictly into books, maybe towards the end of the lesson, we can have a scrapbook, or one plain paper with drawing, or just at the end of the lesson, sequencing of stories instead of writing inside the book. So by having this programme, your lesson outcomes are different. So not just into books, it is into paper, it is into pictures, it is into songs, into actions. It depends on your lesson for that day.

Interviewer: So that the students are able to show their abilities through different methods?

Nadya: Yes. It is not just you can write and you can read, but also you exercise, you can move, and you can draw and you can paint, and you can create things... It is not just writing books and papers only. So it's gonna be something different – that is more holistic.”

(NIT3 – 60-88)

#### **4.2.8.4 Teaching Materials**

*More than just textbook.* Nadya's participation in the Native Speaker Programme influenced the way she selected teaching materials for her lessons. This is because, through the programme, Nadya learned to identify more appropriate teaching materials and be more creative in selecting teaching material for her mixed ability students. Nadya stated that, before her participation in the programme, she tended to rely solely on the textbook as her teaching materials. However, her participation in the Native Speaker Programme enabled her to employ variety of teaching materials as encouraged by her mentor. This was reflected in Nadya's lessons during the classroom observations conducted by the researcher as she only used the textbook for her reference of syllabus but never during the classroom teaching and learning activities. As the programme provided her the platform for exchange of ideas with other participating teachers in the TPD workshops, Nadya managed to use teaching materials shared by her colleagues through Dropbox. Hence, this simplified the workload in preparing teaching aids, which could be tedious and time-consuming.

“Interviewer: In what ways do you feel the programme or your mentor have most helped you to improve your teaching and students’ learning in the classroom?

Nadya: Before, we normally used textbooks, activity books which were simpler right? By having this programme and mentor, it helps us in preparing different kind of activities with the students. For example, if you are teaching them alphabets, you are not strictly using books only, you can use newspaper, you can use clay – PlayDoh, things like that. She asks us to use different things other than pencils and books.

Interviewer: So in a way, she encourages and promotes ...

Nadya: Creativity! Creativity in the classroom. So that it is not just a typical teaching and learning in the classroom – which is boring. She encourages us to do something more interesting. For example, if you are teaching reading, instead of using the normal cards, use videos. For example, there is one video in YouTube – Alphablocks, it teaches us to spell one by one, by sounding it, every single alphabet.”

(NIT3 – 39-58)

Nevertheless, Nadya expressed her frustration over the lack of support that she received from her school regarding teaching materials for her classroom. During the researcher’s first visit for classroom observation to Nadya’s school, she mentioned about the difficulty in preparing teaching materials on her own. Since the school had budget constraint, Nadya was unable to get her teaching resources photocopied at school. As a result, she had to do photocopy outside her school using her own money. Hence, Nadya felt that her schools did not provide adequate facilities for teachers to prepare lessons (NCF1 – 16-23). In addition, Nadya faced challenges in using technology-based teaching materials, as her school superiors preferred teachers to adhere to the traditional “chalk and talk” methods and due to troublesome protocol that she needed to go through in order to use school facilities. The following excerpt informs Nadya’s difficulty in incorporating technology in her lesson;

“Interviewer: What about this school?

Nadya: Okay, as for this school, umm... using gadget is a bit problem lah because only one person has the key to the computer lab and it is sealed tightly as you’ve seen and we can’t just easily use. So you



- have to ask for permission, it is a bit hassle and they don't really encourage you to use this technology actually...
- Interviewer: Oh...why?
- Nadya: I don't know. Even if they come into your class, to observe you, if you are using these sorts of technologies, in the comment there will be '*kurangkan penggunaan komputer*'(reduce the use of computer).
- Interviewer: Really?
- Nadya: Ha! I don't know why. Maybe because of this observer is old-timer.
- Interviewer: Old school of thought?
- Nadya: Yes, so these conceptions of – you need to be inside the classroom and write and everything must be written inside the exercise book. So that is the obligation here lah. So it is a bit hard for me to include the use of ICT in my lesson.
- Interviewer: So, because of that, you have no choice but to put more weight on classroom traditional routine?
- Nadya: Yes, it is like you are forced to go back to the old ways of teaching. Where you have to write on the board, and you have to draw on the board, everything must be on the board and everything must be written inside the exercise book.
- Interviewer: Although you have the facilities?
- Nadya: Yes, although we have the facilities. So, it is like a waste. It is a waste as you can see all these computers tnot being used. Only certain teachers are allowed to teach in here.
- Interviewer: Usually, those are teachers from which subject? Or, there is no...
- Nadya: Emm...usually, the teacher who is holding the key and his close friends. These are the only ones who are using this room.
- Interviewer: I see, it is like a umm... monopoly lah?
- Nadya: Yes!!! One person's place. And if you want to use this room, you'll get this look of like – *kau nak buat ape dalam bilik ni?* (What the hell are you doing here?) Haaa, that kind of look you know. So, you yourself will be like – Oh, okay... You won't have the gut to ask again."

(NIT4 – 104-155)

Despite the lack of support that Nadya received from her school, she maintained her effort in selecting, adapting, developing and using suitable teaching resources for her lessons. For Nadya, it was important for her to ensure that the resources that she used for her students to be both entertaining and valuable in promoting English language learning to her students. According to Nadya, the Native Speaker Programme encouraged her to be more selective in identifying appropriate teaching resources. She said,

“Okay, because of this programme, the way you select the materials, the raw materials you select and use in the classroom is also different. It goes back to the way we think, it is not just, okay I am just gonna use the textbook, I’m just gonna write on the board and the students need to just copy inside their book, no! So, now like – Okay, I am gonna use the video, the kids are going to play, they will know how to spell. So the way you look at the raw materials is also different. Like – Oh, this one I can use, oh this one I can’t use...because it has this inappropriate picture. So, the way you look at the materials is also different.”

(NIT3 – 110-118)

#### **4.2.8.5 Reflective Practice**

*Evaluate.* The Native Speaker Programme influenced Nadya’s professional practice as an ESL primary school teacher by encouraging her to engage in reflective practice. This is because, the programme allowed participating teachers to recognize and reflect on their own capacity as an ESL teacher through survey that the mentor conducted two times each year. In the beginning of each year, Nadya and other participating teachers were required to complete a questionnaire on their performance as an ESL teachers. Through the questionnaire, Nadya was able to evaluate herself in terms of her language abilities in reading, writing, speaking and listening as well as her level of motivation as a teacher. At the end of the each year, Nadya would answer the same questionnaire and this enlightened her on the improvement that she has made throughout her participation in the programme (NIT2 – 193-202). Moreover, Nadya was required to evaluate her success of her teaching in reflection form given by Victoria for each of her lesson. In the reflection form, Nadya needed to rate her teaching from the scale 1 to 5 for 10 items on her lesson performance (NIT3 – 244-263). Hence, this helped Nadya to continuously be aware on the effectiveness of her teaching and learning activities.

Furthermore, being in the programme permitted her to engage in self-evaluation of the effectiveness of her teaching as she continuously related what she had learned from her mentor with her practice. Being the participant in the programme pushed her to

always ask herself “Will they (the students) be entertained? Will they have fun? Will they learn?” while planning her lesson (NIT3 – 95). Additionally, she constantly assessed the suitability of her teaching methods and materials and made necessary adjustment for methods and materials that were inefficient. She said,

“Because of what we have learnt during the TPD workshop, indirectly you are asking yourself, to do better or to find things that is more sophisticated to use inside the classroom – that you can use to cater to your students. So you’ll be like –you will think, ‘I’ve done this and it is not working, so I should find something else’. Things like that. For example, maybe using eBook in the first class is okay but not okay for the last class. So, you will find something else to do with the last class. How you can change your lesson so that everyone or every kind of students, every level, you can cater.”

(NIT3 – 247-255)

#### **4.2.9 Nadya’s Professional Identity Formation**

This category addresses the third research question of the study, 3) In what way does the novice teachers’ professional identity formation change after the Native Speaker Programme? Five major themes emerged in this category: a) accountability, b) compassion, c) self confidence, d) nonnativeness and, e) contentment.

##### **4.2.9.1 Accountability**

*Passionate.* Nadya’s participation in the Native Speaker Programme enabled her to experience changes in her identity as an ESL teacher. According to Nadya, the programme developed her passion towards teaching. This was because her mentor continually encouraged her to be enthusiastic about teaching English to young learners. Consequently, from someone who was being ‘forced’ to take up teaching as a profession, Nadya transformed into a passionate ESL teacher. When asked on the way

her mentor assisted her in understanding her identity as ESL teacher, Nadya had the following to say;

“Basically, she teaches you not to be a teacher but to be an educator. Because being a teacher is like you go to class, and teach and go home. That’s it. On the other hand, being an educator means to make sure that your students understand what you have thought, they use the language, and you care about things inside and outside the classroom. That’s what she has taught us. And being educator means you have passion, you need to be passionate about students learning.”

(NIT2 – 207 -212)

In the excerpt, Nadya described that her mentor, Victoria, motivated her to be passionate about teaching. Victoria made Nadya believe that the roles of an ESL teacher is not merely delivering curriculum content in the classroom, but also to ensure that effective language learning take place during lesson so that students are able to use English in their daily life. As a result, Nadya found herself to consistently engaged in making effort to improve her teaching.

Nadya’s passion towards teaching was reflected in her determination in planning suitable teaching and learning activities for her students. Since fun learning was promoted in the Native Speaker Programme, Nadya believed it was important for her lessons to be both effective and interesting. According to Nadya, she felt “guilty” whenever she found that her lesson was unappealing to her students or when her students “did not understand” her lesson (NIT4 – 467-471). Hence, Nadya devoted her time and effort in selecting suitable teaching materials and preparing enjoyable lesson at home for her students (NIT3 – 179-189). Nadya asserted that she continually strived to deliver effectual and attractive lesson for students. Even if she encountered “bad hair day”, she would ensure that fun learning took place in her lesson (NIT4 – 326). This was because, she wanted the students to learn English “willingly and not forcedly” (NIT4 – 335). She believed that cultivating interest towards English language to her young learners was crucial, as this would promote language retention to her students,

enabling them to use the language for communication. The following response on Nadya's anticipation in witnessing her students speaking English on indicates her passion towards students' learning;

“...at least, they can use the language, as simple as – “can I have that?” or “Miss, can I go to the washroom?”... just one simple sentence, especially, the low proficiency class. If they can say that, I will be like so happy – like I have achieved something today! So that is something for my own satisfaction. Seeing the kids able to use it outside the classroom. So it is not just okay – they can write, that's nothing, everyone can write in exercise book but for them to use the language, that is a different thing.”

(NIT4 – 463-482)

#### **4.2.9.2 Compassion**

*Understanding towards the students.* Nadya believed that the Native Speaker Programme enabled her to experience changes in her identity as an ESL teacher, as she became more compassionate towards her students. This was because, Nadya gained more understanding about her students through her participation in the programme and this allowed her to develop understanding concerning her students' needs. Through the programme, Nadya realized that it was important for her not only to identify her students' preferences and ability but also to recognize possible factors that affect her students' learning.

Nadya believed that the environment in which the students lived in played an important role in facilitating her students in learning English. However, she discovered her students did not have a supportive learning environment to practise English outside the school (NIT4 – 300-302). This was due to the fact that the community in which the students lived in did not use English for their daily exchange. Although the school was situated in a suburban area with international port was located nearby, English was alien to the students as according to Nadya, most of the students came from a “low working class society” with Javanese widely spoken in the community.

“...so you have this mall over there, and you have those sorts of hypermarkets and banks and all sorts of entertainment. Even the port is just 10 to 15 kilometres away but, this area is like... I don’t know, maybe it is shield so the language is very alien to them.”

(NIT4 – 306 -311)

Nadya was aware that school was the only place for her students to practice English. Therefore, she believed that as an ESL teacher, she played an important role as a motivator for her students in learning English (NIT4 – 286-296). Hence, she tried her best to prepare lessons that were fun and interesting, as she believed that it would cultivate her students’ interest towards English and motivated them to learn the language.

In addition, Nadya was aware of her students’ low social economic status as another possible factor that hindered her students’ learning. Nadya explained the fact that her students needed to work after the school hours and they were unable to complete homework assigned to them. Furthermore, she discovered that the parents of her students did not have positive attitudes in assisting their children’s learning. In the following excerpt, Nadya expressed her concerns about the challenges that her students’ faced in learning English;

“Interviewer: Do you have any concerns about your students?

Nadya: About the environment... umm, frankly, this area they came from families that are...really don’t care about their kids’ education. So...if they don’t have the interest, then it is gonna be one big problem for me to teach them.

Interviewer: Yes...

Nadya: And because they don’t have the attention from their parents. After you are teaching them at school, and when they go home, they will be at the plantations back there, planting tapioca, pineapples, so they will be working. So, it is very hard for you to ask them to do their homework, so there is no support from the family. That is my big concern.

Interviewer: I see, just like school is just a place for...

Nadya: Babysit them!

Interviewer: Custodial role?

Nadya: Yeah! So even their kids are sick, they still send them to school, because their parents have to work. No one will take of them at home. So if you go to teacher’s room, there will be few kids lying

down on the bed. Sick. Fever. Bleeding nose. And their parents never come to take them home. So, you can see from there how is their parents' concern towards the child. So it is a bit problem lah here.”

(NIT4 – 157-186)

Realizing that her students did not have the privilege to complete their homework at home, Nadya was determined to maximize English language learning in her classroom by delivering lesson that she considers to be effective for her students. Consequently, Nadya's sensitivity towards her students enabled her to take necessary measure to reduced the difficulties that her students face in learning English.

#### **4.2.9.3 Self-confidence**

*A better teacher.* Another change that Nadya experienced through her participation in the Native Speaker Programme with regards to her professional identity formation was the enhancement of self-confidence as an ESL teacher. Reflecting back during her first year of teaching before the programme, Nadya explained that she was uncertain about her ability to teach effectively. She always had doubts and questioned herself, “Am I doing this right? Will I be able to teach the kids? Are they getting the right information from me? Am I giving them the right information?” (NIT4 – 211-214)

On the other hand, being the participant in the programme allowed her to develop her confidence about her own capacity to teach English effectively. Nadya explained that, as a pre-service teacher during the Bachelor's degree programme, she gained adequate knowledge-base pertaining to teaching English to young learner. Despite having the foundation as an ESL teacher, Nadya realized that she had limited teaching skills in order to teach English to young learners effectively. Nevertheless, the Native Speaker Programme enhanced her teaching skills. This was because, according to Nadya, her mentor facilitated her in making the most of her existing knowledge thus improving herself as an ESL teacher. She said,

“I have the base, and being helped or being guided by the mentor, make me even better. Because I have the base, I have the good foundation, and then, this mentor helps me to exploit my base – to have a better me and a better teaching and learning process.”

(NIT4 – 253-257)

In addition, the Native Speaker Programme enhanced Nadya’s confidence as an ESL teacher as she was now able to rationalize the teaching and learning activities selected for her students. This is because, as the participant of the programme, Nadya was taught to select teaching and learning activities based on her learners’ needs and preferences. Nadya admitted that, having school superiors who were always sceptical about her lessons used to bring down her self-esteem. However, now, she was able to provide good justification for her choice of teaching and learning activities to her school superiors. She was certain of her decisions with regards to teaching and she was confident about her competence as an ESL teacher. The following anecdote captures how Nadya’s ability to rationalize decision enhances her confidence as an ESL teacher;

“Interviewer: Are you finding being the participant in the programme enhances your confidence as an ESL teacher?

Nadya: Yes. Because, if you were questioned, by the admin or by other people, you can justify what are you teaching and why. So it is not just blindly teaching like – okay, we are watching video, so just watch the video and that’s it. No! If you are questioned, why you are using video? – I asked the students to watch the video because I want them to listen to the pronunciation, I want them to follow the actions ...so you can justify. And that justification is learnt through the programme.

Interviewer: So confident in terms of what the admin thinks of you... what about what you yourself think of the way you teach?

Nadya: Because having this background as a TESL student, you know you can use video, you can use this and that, and you can use all sorts of materials. But you were not given reason – okay why can you use that. Having this programme, I am confident that – I can use this video because students are learning pronunciation! Vocabulary! Etcetera! This is what being taught by the mentor. So you now know that you are doing it right. And you are not blindly teaching using video or songs and that sorts of modern things.”

(NIT4 – 371-397)



#### 4.2.9.4 Non-Nativeness

*Not a 'Mat Salleh'.* Another aspect with regard to the change in professional identity formation that Nadya experienced as a result of her participation in the Native Speaker Programme was pertaining to her identity as non-native of English. As an ESL teacher in a school that provided a little room to practise English, Nadya was reluctant to use English language in daily conversation with her colleagues before her participation in the programme. This is because, she did not want to be labelled as someone who was “trying to be a ‘*Mat Salleh*’ (native speaker)” by her colleagues who were teaching other subjects and she did not want create a barrier between herself and her colleagues (NIT – 536). Although she has a good command of English and used to speak the language in daily exchange with her TESL friends during her pre-service training, Nadya chose to minimize the use of English and only used the language to communicate with another two English teachers in her school and during her English lessons. Nadya believed through this way, she would be able to blend in with the culture of the school and her colleague would accept her as one of them. However, this perception changed as she participated in the Native Speaker Programme.

During her participation in the Native Speaker Programme, her mentor, Victoria, continually implied the notion that English is just for communication and the language does not exclusively belong to the native English speakers. Victoria encouraged her mentees including Nadya to embrace their identity as a non native English speaker by allowing them to use the language freely without any restriction. Nadya said,

“She (Victoria) lets us be ourselves, she lets us be Malaysians, and she doesn’t push us to have native like accent. She encourages us to use the language in our own way. So we are not stressful in the situation.”

(NIT2 – 217-219)

Gradually, Nadya began to accept the idea that English language is not necessarily associated with one’s nativeness. Additionally, she discovered that, working closely

with her mentor, who is a native speaker of English language, did not change her identity as a non-native ESL teacher. Although, she realized that having a native speaker mentor enhanced her fluency as she had more opportunity to converse in English, she found that her character remained unchanged, as she believed that “we develop our own personality regardless of what you are” (NIT4 – 519-520).

When asked if she was striving for a native-like accent during Interview 4, Nadya asserted that she did not wish to achieve native-like accent, as she was more comfortable with the way her she was now. Nadya stated that although other people may regard her as a ‘*Mat Salleh*’ as she was speaking more English, it would not inhibit her from using the language in daily conversation. This is because, she believed that English is for everyone and speaking English does not change one’s identity. She said,

“...even though you are fluent, you are still using your own identity. Your language identity, you won’t be like them. You won’t be so a *Mat Salleh*, the way you speak. Or you won’t be like even, even your pronunciation won’t have accent – you will just be talking like you yourself, not like them.”

(NIT4 – 534-538)

#### **4.2.9.5 Contentment**

*Satisfied.* Nadya believed that the Native Speaker Programme enabled her to experience changes in her professional identity formation, as she felt more content with her job as an ESL teacher now. Before her participation in the programme, she often felt burdened by the duty as an ESL teacher, particularly in selecting suitable teaching and learning activities for her low proficiency learners. This is because, Nadya was uncertain about the kind of activities that were suitable for her students. In addition, she found that most of the readily available teaching materials in the market did not cater for her students’ needs and preferences whereas, preparing teaching aids on her own were time consuming and laborious and these caused her a lot of stress (NIT2 – 42-51).

Conversely, her participation in the Native Speaker programme alleviated her workload as an ESL teacher. This is because, with the guidance that she received throughout the programme, she was now more confident in selecting appropriate activities for her students and she was well informed about the available sources of teaching materials, which provided her easy access to interesting teaching materials for her students. Moreover, the Native Speaker Programme provided the opportunity for Nadya and other participating teachers for exchange of ideas pertaining to teaching and learning activities. Hence, this simplified her task as an ESL teacher as she can adopt suitable materials and lesson plans shared by her colleagues into her own classroom. Nadya believed that she was now more resourceful in obtaining teaching materials and this reduced her stress as she said,

"From the programme I realize, nowadays we have lots of materials from outside Malaysia that you can easily access with the help of Internet. You have these videos of Alphablocks which is ready for you to use... so, you are...excited to use and also you yourself enjoy watching the videos like – aww... the cat is jumping. So it's like having these kinds of materials make you spending less time making things when can just easily grab it and plan your lesson, and teach in the classroom. So, you have more free time with your students, and also with your family. So that is less stress for you."

(NIT4 – 585-592)

In addition, Nadya's participation in the Native Speaker Programme gave her freedom in employing teaching and learning activities that she believed to be effective for her students. Since Nadya's school superiors preferred teachers to employ the traditional "chalk and talk" methods in the classroom, Nadya often encountered conflicts with her superiors since she preferred more contemporary teaching methods. As a result, she felt restricted because she did not have the authority in making decision for her own students. However, this disagreement subsided when Nadya voiced out her problem to her mentor. To resolve the conflict, Victoria decided to play the role as a mediator between Nadya and her school superiors with the help from the District

Education Office. Consequently, Nadya was more satisfied with her profession as an ESL teacher as she had the freedom and authority to make decision pertaining to teaching and learning activities in her lessons. Nadya explained;

“And also, with the school administration, if you are having problem, for example – I want to do this kind of activity but the school refuse to let me do it. So because this Native Speaker programme is directly under PPD, and the PPD is more powerful than the school, so my mentor would directly go to the head of English department in PPD and say that one of my mentees is having problem with the school to do this kind of activity or lesson, what should she do? And then, the PPD will give suggestions or call the school for example the thing is suppose to be allowed to use in the classroom then, PPD will say toward the school that you should let your teachers do that. So you will have like – okay, I can do it. Like she is the middle person between you and your admin if you’re having problem. So, it lowering your stress level which is very good lah!”

(NIT4 – 270-281)

*Love teaching.* According to Nadya, the programme assisted her in developing her motivation regarding her profession as an ESL teacher. From someone who considered teaching as her ‘last choice of profession’ and was forced by her father to enrol into the TESL Bachelor’s Degree programme, Nadya admitted that now, she enjoyed being an ESL teacher. Nadya explained;

“ So, I was forced to join this teaching field, okay, so having not to love this profession, the (Native Speaker) programme is really a life-changing. Meaning that, within 6 years of learning B.Ed TESL, it still didn’t change my attitude, but during the first year of teaching, it really changed me in terms of that...I tend to love this profession more, and I am not going to retire anytime soon. Or change into other career, or other professions. No! So, I will be doing this until I am old. Because I love to be with kids and I love to see them at least, able to talk with their friends in the language. It is like, watching your own kids growing up. Your own satisfaction, your own motivation.”

(NIT4 – 619-628)

In the excerpt, Nadya elucidated how the Native Speaker programme changed her attitude concerning her profession as an ESL teacher. While six years of pre-service teacher training was ineffective in cultivating her interest towards teaching, being in the programme in her first year of teaching was successful to develop her passion towards her profession as an ESL teacher. Additionally, Nadya considered the programme to be

‘life-changing’ because it made her realized that teaching is indeed a rewarding profession.

Moreover, she expressed her joy in teaching by sharing pictures and videos of her lessons with her friends in the social medias like Facebook and Instagram. Nadya considered her students’ accomplishment in learning English as her own achievement as an ESL teacher. Furthermore, her students’ success enhanced her motivation and passion towards her career. She said,

“ ... you will be taking videos, okay, this is how they (the students) respond, and you will be sharing it everywhere, you will be putting up on the Facebook...Instagram... bragging with your friends, okay, my students can do this and this and this. Hahaha. So it is like an achievement for you and a motivation for you to teach more and more and more. Love the profession itself.”

(NIT4 – 597-603)

In addition, Nadya’s contentment with her career as an ESL teacher was indicated through her aspiration to remain in the teaching profession for as long as possible. She did not wish to venture into other profession or hold a different position in education line as an administrative officer. According to Nadya, she loves being with children and teaching English is truly her passion. When asked the question “Where do you see yourself in another 10 years?”, Nadya had the following to say,

“ 10 years? No, I don’t want to be GB (headmistress). I wanna be a teacher but a very good one. Or maybe a Ketua Panitia (Head of English Panel), where you can help those new teachers, guide them in teaching the kids right. But, to be an admin...no! because once you became an admin, you will be spending less time with the kids... because my passion is really teaching kids English.”

(NIT4 – 650-657)

#### **4.2.10 Conclusion**

Nadya’s participation in the Native Speaker Programme contributed to her professional knowledge construction through few ways. First, the Native Speaker Programme bridged the gap between her pre-service training and the real classroom by providing her practical knowledge which were readily available to be employed into

teaching and learning activities in her classroom. Second, the programme expanded her knowledge base as an ESL teacher and this include general pedagogical knowledge, knowledge of context, knowledge of students, and pedagogical content knowledge, and knowledge about language. Third, her accommodating mentor's dedication and consideration in guiding her assisted Nadya in constructing her professional knowledge as an ESL teacher. Fourth, Nadya mentor provided guidance as an expert by playing the role as a source of reference for Nadya. Finally, the Native Speaker Programme contributed to Nadya's professional knowledge construction by providing her the opportunity to engage in enriching activities that were motivating and as a platform for exchange of idea for her and other participants.

In addition, the Native Speaker Programme influenced Nadya's professional practice as an ESL primary school teacher in few aspects. First, although there was no evidence that Nadya's classroom management was changed by her participation in the programme as Nadya continued employing canning for classroom control, the programme influenced Nadya's way of motivating the students as she emphasized on extrinsic motivation in her classroom. Second, the programme influenced Nadya's practice since she was engaged in reflective practice when she constantly evaluated herself as an ESL teacher. Third, the Native Speaker Programme influenced Nadya's teaching methodology as she used the first language to assist her in giving classroom instruction. In addition, instead of focusing only on writing skills, Nadya now gave equal attention to all the four skills (writing, reading, listening and speaking) in her lessons. Fourth, the Native Speaker Programme influenced Nadya's selection of teaching materials as she switched from using only textbook in her lesson to other teaching materials that were more interesting and effective.

Furthermore, the Native Speaker Programme enabled Nadya to experience changes in her professional identity formation through few ways. Firstly, it encouraged

Nadya to be accountable as an ESL teacher by inspiring her to be passionate in teaching English. Secondly, the programme instilled compassion in Nadya as she learned to be more understanding towards her students. Thirdly, the Native Speaker Programme enhanced Nadya's self-confidence as she now considered herself as a better teacher. Fourthly, the programme identified Nadya's role as a non-native English teacher where she rejected the idea to see herself as an English teacher with *Mat Salleh* (native speaker) accent. Fifthly, the Native Speaker Programme fostered Nadya's contentment about her profession as an ESL teacher as she was more satisfied with her job and developed her love for teaching through the programme.

#### **4.2.11 Case Three: Hafiz**

Hafiz was a 25-year-old English teacher in a rural primary school located in southern region of Malaysia. His first language is Malay and he had just graduated with a first class bachelor degree in education (TESL) from a local university in Malaysia. Due to his excellent achievement for his undergraduate studies, he was offered a scholarship to pursue a doctoral degree by the university. However, he decided to decline the offer, as he wanted to gain some teaching experience before embarking into postgraduate studies.

He was posted to his current school right after he completed his bachelor degree and he had been teaching for half a year. His school was located in an agricultural area where most of the students came from families of farmers and labours. It consisted of 280 students aged from 6 to 12. On Hafiz's second day of posting, he was informed by his headmistress who was also a former English teacher, that he was required to participate in the Native Speaker Programme as one of the mentees. Having a TESL background, the headmistress of the school placed a great emphasis on students' achievement on English language. Hence, English teachers of the school were given the

privilege to conduct all of their English lessons in a special air-conditioned rooms equipped with comprehensive facilities called the English language centre (ELC). So, instead of having to go to the classroom to carry out English lessons, the students needed to go to ELC during English period.

As a participant in the Native Speaker Programme, Hafiz needed to work with his native speaker mentor, Nate, who was in his late 20's. Although Nate has a master degree in education, he had limited experience teaching English language in ESL context. He visited Farhan at his school once a week on Thursday for an hour to carry out mentoring activities such as, tutorial, grammar quizzes, discussion and observation. Nate was also mentoring another two English teachers in Hafiz's school as well as few other English teachers in another three schools. Nate was described as 'professional yet approachable' (HIT1 – 156) by Hafiz.

In addition, Hafiz was required to attend the Teacher Professional Development (TPD) workshops once a month. In the three hours TPD workshop which was organized by Nate and two other Native Speaker mentors, Patrick and Deborah from different clusters, Hafiz took part in various activities together with 60 other English teachers from different clusters and different schools in the same district. The activities in the TPD workshop included lectures, micro-teaching, demonstration, presentation, group discussion and quizzes.

Moreover, as a participant in the programme, Hafiz was given the opportunity to take part as a presenter in a series of conference called 'Best Practices', which was conducted by the vendor, Brighton Education Group. In the Best Practices Conferences, selected participant of the Native Speaker programme presented teaching methods that their mentors considered to be effective so that they shared their best practices with teachers from other districts and states. There were two levels of Best Practices



Conference namely the district level and the state level. In the district level, Hafiz and other participating teachers from his school displayed some of their teaching aids as well as lesson plans and demonstrated several teaching activities selected by his mentor in their school booth. Whereas, for the state level, Hafiz and his colleague demonstrated one teaching activity in a parallel session and presented the justification of the activity to the audience.

In this chapter, the influences of the Native Speaker Program on Hafiz's professional development are discussed by dividing them into three categories: a) Hafiz's professional knowledge, b) Hafiz's professional practice, and c) Hafiz's professional identity formation

#### **4.2.12 Hafiz's Professional Knowledge**

This category addresses the first research question of the study, 1) How does the Native Speaker Programme contribute to the novice teachers' professional knowledge? Five major themes emerged in this category: a) bridging the gap between pre-service training and the real classroom, b) expansion of knowledge-base c) accommodating mentor and, d) guidance from the expert

##### **4.2.12.1 Bridging the Gap between Pre-service Training and the Real Classroom**

*Complementing the existing knowledge.* The Native Speaker Programme assisted Hafiz's professional knowledge construction by bridging the gap between his pre-service training in university and teacher training college with the real classroom. This is because, according to Hafiz, knowledge and skills presented in the programme complemented his existing knowledge gained during pre-service training in the university. Hafiz realized that although certain knowledge presented by his mentor were not new to him as he had learnt them during the pre-service training in the teacher

training college and at the university, he found that the knowledge presented in the programme were more comprehensive and tailored to meet the needs of the students in a real classroom. To substantiate his realization on how the knowledge that he gained from the Native Speaker Programme was more thorough as compared to the knowledge gained during the pre-service training, Hafiz drew an example from the use of hot seating, a drama activity for teaching English. As a fresh graduate, he still remembered that he was exposed to the techniques of teaching English using drama back at the university. However, he considered what he had learnt about the use of drama in teaching English during the pre-service training as just an introduction to the technique as he did not have the opportunity to apply what he learned to teach the students. On the other hand, now that he was an ESL teacher, he was able to relearn the technique extensively through the Native Speaker Programme by applying his knowledge on drama activities suggested by his mentor into his lessons. This is because, the Native Speaker Programme extended his existing knowledge from the ‘what’ knowledge to the ‘how’ knowledge. Hence, the knowledge presented in the programme complemented his existing knowledge gained from the pre-service training as he was able to extend his basic knowledge into knowledge that was more thorough and comprehensive.

“Some of the activities in the TPD programme are useful in refreshing my knowledge. For example, the hot seat activity. I know the idea of hot seat from my university year. But now, because I’ve seen how to carry it out, so maybe it can be used in the classroom. Apart from just understanding, now, we master the way to carry out the activity.”

(HIT1 – 482-486)

Hafiz believed that the knowledge that he gained from his participation in the Native Speaker Programme helped him to advance his professional knowledge as an ESL teacher. He admitted that he could also rely simply on his existing knowledge learnt from the pre-service training as well as on the knowledge that he would gained from his teaching experience to develop professionally as an effective ESL teacher.

However, Hafiz strongly felt that the additional knowledge that he learned through the Native Speaker Programme enabled him to accelerate his professional development. When asked to imagine his life as a novice ESL teacher without the Native Speaker Programme, Hafiz has the following to say;

“Actually, it would be the same. Because we gain experience as we go along. The more we teach, the more we learn. But with this programme, there’s additional knowledge apart from learning through our own experience. So it makes my development as a teacher faster.”

(HIT1 – 318-321)

#### **4.2.12.2 Expansion of Knowledge**

*Knowledge about language.* One aspect of knowledge that Hafiz realized to have extended throughout his participation in the Native Speaker Programme was the knowledge about language. This is because, one of the Key performance Indicators (KPI) of the programme was participating teachers must show improvement in the English language proficiency at the end of the programme. According to Hafiz, Nate conducted a lot of sessions on grammar lesson during TPD workshops. In addition, to reinforce Hafiz’ knowledge on presented grammar rules, his mentor carried out simple grammar quizzes during tutorial session when he visited Hafiz and his other mentees at school. This is evident as it could be seen in the documents collected by the researcher from Hafiz as one of the sources of data in the present study (Appendix F). In the documents, Hafiz’s compilation of lecture notes indicated evidence of lectures on grammar that include; tenses, articles, subject-verb agreement and adverbs. According to Hafiz, his mentor had completed all lessons on grammar during his earlier participation in the programme before proceeding with sessions on teaching and learning methodology.

Furthermore, the Native Speaker Programme enhanced Hafiz’s knowledge on pronunciation. As a nonnative speaker of English language, Hafiz found it difficult to

ensure the accuracy of his pronunciation when speaking English. This is because, for Hafiz, unlike grammar which could easily be learned by understanding its rules through books on his own, learning pronunciation required him to rely on native speakers so that he could listen to the correct articulation of the word and imitate the sound. Hence, having native speaker mentors enabled him to learn pronunciation effectively as it provided him the access to listen to native speakers' accurate pronunciation. Hafiz said,

“Maybe before this, we say this word in our own Malaysian way, but during the TPD, he (Nate) pronounces it differently, and we ask him, he said ‘Oh, in UK it is like this’... so, we learn something new from that. For grammar, it is as it is, we cannot change the rules. If it’s present continuous, it is present continuous, we cannot change it. Because it is very technical, the rule is such. But pronunciation, sometimes we spell the words, but when we pronounce the word, it’s wrong. We never realize we pronounce the word wrongly until during the TPD workshop. So when my mentor says certain words, only I realize my mistake.”

(HIT1 – 575-582)

In addition to learning pronunciation indirectly from his mentor, Hafiz was given the exposure on the knowledge about phonology through formal lectures during TPD workshops. Through the documents collected from Hafiz by the researcher, there were few lecture notes on phonology which included information on phonology terminologies such as CVC words, trigraph, digraph, phoneme, grapheme, mnemonics, utterance, blending, intonation, rhythm, tone and segmenting (Appendix N). Hence, Hafiz’s participation in the Native Speaker programme assisted him in constructing his professional knowledge as an ESL teacher as it provided him the opportunity to gain more knowledge about English language both directly and indirectly.

*Process Knowledge.* Hafiz’s participation in the Native Speaker Programme enabled him to enhance his process knowledge. Process knowledge is one of the six types of knowledge that form a system of knowledge bases for language teachers as proposed by Roberts (1998). Process knowledge includes language teachers’ interpersonal and team skills, observation and inquiry skills, as well as language

analysis skills. In the first observation of TPD workshop conducted by the researcher, Nate conducted a session on team skills. In the session, Nate introduced Benne and Sheats' Group Roles (1948) to the participating teachers.

“Nate explains the three categories of group roles namely; task roles, personal and social roles, as well a dysfunctional or individualistic roles. Nate stresses on how task roles are important in getting the work done. These roles include; initiator, information seeker, information giver, opinion seeker, opinion giver, elaborator, co-ordinator, orienter, evaluator, energizer, procedural technician and recorder. He adds that personal and social roles in teamwork will contribute to the positive functioning of the group and these roles include; encourager, harmonizer, compromiser, gatekeeper, observer and follower. Nate also highlights that the participating teachers should keep away from dysfunctional or individualistic roles as these roles disrupt group progress and weaken its cohesion. Among the roles that fall under the category are aggressor, blocker, recognition seeker, self- confessor, disruptor, dominator, help seeker and special interest pleader.”

(HTF-1 – 45-56)

Through this session, Hafiz and other participating teachers were able to improve their team skills as they became aware of the positive roles that they should take in completing group tasks assigned to them. Moreover, the Nate's lecture on Benne and Sheat's Group Role allowed them identify negative roles that they needed to avoid when they are working as a team.

Apart from input on team skills, Hafiz was able to improve his process knowledge as he learned about observation and inquiry skills through the programme. In the second observation of TPD workshop conducted by the researcher, Nate conducted a session on how to carry peer reflection on teaching and learning activities. Nate began the session by initiating a discussion with the participating teachers by encouraging teachers to share their opinions about the importance of reflection. He proceeded with the introduction of a peer reflection technique, the SWOT framework. SWOT is the acronym for strength, weakness, opportunity and threat. Nate encouraged participating teachers to carry out peer reflection for their colleagues using SWOT

framework through examining the strength, weakness, opportunity and threat of the observed teaching and learning activities and gave the following explanation as recorded in the second TPD workshop observation field note;

“Strength	: Strong points of the teaching and learning activities
Weakness	: Something that do not work (i.e.: pupils don’t like it)
Opportunity	: Ways to improve the lesson.
Threat	: Possible factors that disrupt the teaching and learning activities (i.e.: illness, no turn in, technical error, emergency)”

(HTF-2 – 28-32)

Therefore, by imparting input on essential strategy of peer reflection, the Native Speaker Programme facilitated Hafiz and other participating teachers in enhancing their observation and inquiry skills, which is one of the components in process knowledge.

*Pedagogical Content Knowledge.* In addition, the Native Speaker Programme contributed to Hafiz’s professional knowledge construction as Hafiz learned more about pedagogical content knowledge throughout his participation in the programme. One of the aspects of pedagogical content knowledge highlighted in the programme was the development of teaching and learning resources. Since one of the key performance indicators of the programme required participating teachers to develop a reasonable amount of quality and suitable resources that can be used appropriately inside or outside the classroom, Hafiz found that the his mentor demonstrated a strong commitment in facilitating Hafiz to develop resources that were suitable for his students. The English Language Centre in Hafiz’s school was an evidence of Nate’s commitment in assisting Hafiz to develop appropriate resources for his young ESL learners. Nate played an important role in facilitating him and his colleagues to the set up the ELC. According to Hafiz, Nate provided them with suggestions of resources to be included in the centre as well as helping them in selecting and finding appropriate resources for the centre. Since purchasing teaching resources would cost Hafiz a fortune, Hafiz and his colleagues developed most of the teaching aids such as pop-up books, thematic walls, charts,

masks, puppets, reading cards, art and craft materials, and board games on their own. With the help and guidance from his mentor, Hafiz was able to transform a traditional classroom into an exciting English Language centre that was rich with English language teaching and learning resources. On developing his own teaching resources, Hafiz explained;

“Because if you notice, in my ELC room, we have masks and many other things. We did learn how to make pop up books. You know how expensive it is to purchase that pop-up books right? You know, those books that have image popping when you turn the page? So we learnt that!”

(HIT-1 – 729-733)

Besides learning about development of resources for teaching and learning, Hafiz was able to enhance his understanding on effective classroom environment for language learning through the programme. Through the documents collected from Hafiz by the researcher, there were few lecture notes on effective learning environment (Appendix N). One of the key points in the lecture notes was the importance of effective classroom environment for the process of language learning. An effective classroom environment would make learners feel safe, secure and confidence, provide learners with a sense of belonging and promote self-actualisation and ownership of creativity among learners. Additionally, the lecture notes included photos of classroom with effective environment for language learning. This information provided Hafiz and other participating teachers better insights of how an effective classroom environment looks like.

#### **4.2.12.3 Accommodating Mentor**

*Committed.* Hafiz believed his mentor’s strong commitment towards mentoring him enabled him to maximize the construction of his professional knowledge from the programme. Hafiz considered himself as ‘very lucky’ to have Nate as his mentor because Nate continuously exhibited great effort in helping him to improve his teaching.

According to Hafiz, Nate constantly provided him and his other mentees with teaching resources and important documents that were useful for him and his colleagues. Since Nate conducted Hafiz's TPD workshop alongside another two native speaker mentors from different zone, Patrick and Deborah, Hafiz could not help himself from comparing the other two mentors with his mentor. According to Hafiz, during the TPD session, mentees of Patrick and Deborah often faced difficulties in carrying out certain tasks, as their mentor did not provide them with necessary teaching resources and documents. Juxtaposing between Nate and the other two mentors, Hafiz said;

“You know, those under Patrick and Deborah, they didn't even get the school schedule. Nate is the type of mentor who will share important documents with all teachers regardless of whether they are his own mentees or Deborah's or Patrick's. He will definitely distribute to everyone. Materials and documents. But teachers under the other two mentors, poor them. Because sometimes, they are not given certain important documents. It really depends on mentor, if the mentor is responsible, he will give... they always ask me, “Where did you get the materials from? Did you develop yourself?” I will say, no, my mentor gave it to me. “Why didn't my mentor give me one?” I don't know. By right they are working as a team, everyone should get the same thing.”

(HIT1 – 670-684)

Moreover, Nate's strong commitment towards mentoring Hafiz was reflected through his determination in setting up the English language centre in Hafiz school. This is because, Nate was the one who initiated the idea of establishing a large room equipped with interesting and appropriate English learning and teaching resources and he proposed his idea to the headmistress of Hafiz's school. Since, the headmistress gave a higher priority on the teaching of English subject, she endorsed Nate's proposal by allocating spacious air-conditioned rooms for Hafiz and other English teachers in the school to set up the centre. In addition, Nate assisted Hafiz and his colleagues in planning the arrangement of the ELC by suggesting suitable layout and materials so that the ELC could serve as a multifunctional classroom that accommodates suitable equipment and resources to cater students' learning preferences. As a result, the ELC in Hafiz school was successfully completed with four practical and interesting sections



which include a large space for teaching and learning activities, a reading corner, a room for games and drama activities, and a multimedia zone equipped with computers with internet access. Nate's commitment in ensuring the establishment of ELC enabled Hafiz and other English teacher in the school to conduct teaching and learning activities conveniently. Therefore, Nate's strong commitment towards mentoring Hafiz played an important role in Hafiz's professional knowledge construction as it allowed Hafiz to go through learning process conveniently and encouraged him to improve his teaching.

*Unintimidating.* Hafiz regarded Nate as a serious person who preferred to keep things professional between himself and his mentees. Nevertheless, Hafiz still considered Nate as an approachable mentor who was unthreatening. This is because, Hafiz found it was easy to talk to Nate as he never demoralized him in any way. Hafiz believed that Nate's mentoring style that was approachable and not threatening allowed him to learn from him comfortably. In fact, Hafiz felt very thankful for having mentor without any anger management issue. Recalling his unpleasant experience witnessing Patrick losing his temper during TPD workshop, Hafiz narrated;

“Patrick, he is like a dictator. He doesn't like us to make noise. He assigned us a group work, but when we discussed, he scold us because he said we made noise... He was very angry. He scolded us. Everyone was speechless and shocked! Well, he once threw a plate on the floor! You know we Malaysians are very hospitable, we love serving guests food. We were not informed that he is a vegetarian, so when we served him a plate of noodle with beef, he threw the plate on the floor! I'm so glad Nate is not like that.”

(HIT1 – 536-551)

Unlike Patrick, Nate was accommodating in his mentoring style. Although sometimes Hafiz made mistake during mentoring activities such as presenting an activity that was not suitable for the students, Nate “will not scold and will just give suggestions” for improvement. Hence Hafiz was willing to try and not afraid of making mistake. This enabled him to gain knowledge from his mentor comfortably thus assisting him in constructing his professional knowledge as to develop as an effective ESL teacher.

#### 4.2.12.4 Guidance from Expert

*The Native Model.* As a native speaker mentor, Nate plays a significant role in contributing to Hafiz's professional knowledge construction. Hafiz viewed Nate as a good model of the English language for him and his colleagues. This is because, as a native speaker of English language, Hafiz believed that Nate had the credibility to model a correct use of English language. According to Hafiz, this was especially important in the learning of pronunciation, as he believed that he was able to learn pronunciation indirectly through modelling after his mentor's pronunciation. However, Hafiz admitted that sometimes there was uncertainty about the accurate way of pronouncing certain words, particularly during the TPD workshop when all the three mentors spoke with different accent. This is because, the three of them come from different countries as Nate is from the UK while Patrick and Deborah are both from the US with Deborah speak with a hint of African American slang.

“Interviewer: What about language proficiency? Like now that you have a native speaker mentor, how that helps you to improve your language proficiency?

Hafiz: Because they have mentors from different region, Patrick and Deborah from US, Nate from UK. Some terms, they don't understand each other. When they present something, we are in the middle, confused. We are not sure which one is right. And then, when we are confused, they will explain, in US, this terms means blah blah blah... and in UK, this means... so we learn something.

Interviewer: Now that you have a native speaker mentor, would you say that it gives you more room to practice English...

Hafiz: In terms of pronunciation, really helpful. Because they speak with native speaker accent. Even for Deborah, she has reduced her African American slang now.”

(HIT1 – 406-423)

Nevertheless, Hafiz learned that it actually gave him the opportunity to learn more about the diversity of English language accent when Nate and the other two mentors enlightened him and other participating teachers about differences in pronouncing certain words between native speakers in the UK and in the US. Hence,

Hafiz maintained that having Nate as his mentor assisted him in constructing professional knowledge as an ESL teacher particularly on pronunciation as he tried to model after Nate's correct use of English language. Moreover, his participation in the Native Speaker Programme was the only access for him to communicate in English since his posting to the current school. This is because, the environment in which he was living provided him with very little room to speak English. Hence, he took this opportunity to maximize the effort in improving his English language proficiency by communicating with Nate, his mentor.

*Lack of understanding on ESL learner.* Although Hafiz considered his mentor as an excellent model of good English language, he felt that the mentors lack of understanding about ESL learners. Hafiz believed that Nate and the other two mentors had very little knowledge on challenges faced by ESL learners in learning English. According to Hafiz, he found that certain activities suggested by the mentors were not appropriate to be carried out in his classrooms. This is because, he felt that sometimes the mentors provided them with teaching materials that were not localised with language level that was too difficult for ESL learners with low level of English proficiency, and sometimes the activities suggested were simply complicated to be carried out for his young primary school students.

It was evident that the three mentors have minimal understanding about ESL students, as observed by the researcher during the TPD workshop. In the first TPD workshop observed by the researcher for instance, Deborah conducted a session on example of ways to integrate the use of technology in teaching English. However, the session was rather frustrating for Hafiz as Deborah merely showed simple PowerPoint Presentation slides with black background of few multiple choice questions. For Hafiz, the session was not appropriate at all as the black background looked humdrum and was definitely unappealing for young learners. He criticised Deborah's lack of effort in

preparing a useful lesson for him and other participating teachers since he felt that the knowledge of using PowerPoint Presentation slides was obsolete and too simple for him and his colleagues who had advanced ICT knowledge as some of them have even learnt about web development. In addition, all the multiple choice questions included in Deborah's presentation were not related to the current curriculum as well as not localised. For instance, one question was on an American television show, *The Simpsons*, which was unfamiliar for Malaysian primary school students; "Who is Bart Simpson? Answers: A) a politician B) A singer C) A cartoon character". (HTF1 – 22-30).

According to Hafiz, his mentor was aware about his limited understanding about ESL learners. In trying to develop better understanding about difficulties faced by second language learners, Nate and the other two mentors once attempted a Spanish lesson to the participating teachers of the Native Speaker Programme during a TPD workshop. Since Spanish is a foreign language to the participating teachers, the session was able to provide a gist of understanding to the mentors of the experience on teaching language that is totally unknown to foreign language learners.

"Because they wanted to understand the feeling of kids in the classroom where English is not their first language. So they used Spanish. Nate, he can speak Spanish, so he tried with us. He used all Spanish during half an hour session in TPD workshop, and we were like – What the hell is he talking about? We didn't get it! Because Spanish is definitely a foreign language for us. So, after that they reflect, that is the students' feeling when we speak English in the classroom all the time."

(HIT1 – 517-525)

Despite of their attempt in understanding second language learners' challenges during language learning, Hafiz felt that the one time experience was insufficient in providing his mentor with adequate knowledge about the actual challenges faced by young ESL learners. This is because, his mentor continued to suggest some activities for ESL teaching and learning that was only suitable for native speakers of English

language. During, researcher's second observation on the TPD workshop, activity such as the 'Name Game' for instance, was not suitable to be conducted to young ESL learners with low level of proficiency. This is because, despite the complexity of the rules of the game, which required learners to use names of persons who were taking part in the game and follow certain pattern to form a new lyrics of a song for a sing-along, it offered little room for learners to learn English as there was only one English word in song lyrics which is 'banana'. Using the name 'Hafiz', 'Salmah' and 'Nurul' for an example; the lyrics of the song in the name game would be like this:

“Hafiz, Hafiz, bo-bafiz,  
Banana-fana fo-fafiz  
Fee-fi-mo-mafiz  
Hafiz!  
Salmah, Salmah, bo-balmah  
Banana-fana-fo-falmah  
Fee-fi-mo-malmah  
Salmah!  
Nurul, Nurul, bo-burul  
Banana-fana fo-furul  
Fee-fi-mo-murul  
Nurul!”

(HTF2 – 69-91)

Hence, Hafiz felt that it was necessary for a mentor to have a good understanding of his young ESL primary school learners so that the mentor is able to suggest more suitable activities for English language teaching and learning. Here is Hafiz's response when asked about things to be improved in the Native Speaker Programme;

“ I think, now they invited mentors from overseas, and then they are teaching based on their experience in their country, sometimes they don't understand our situation. So, maybe, they need to be exposed to the kids first – like few weeks exposure to the situation in the classroom, in Malaysian classroom. So that they get to know the pupils, how they react to certain situation. Because mainly, Malaysians, our mother tongue is not English, so, most of the activities that they come up with, is very good. But some of the activities are only suitable for native speakers.”

(HIT1 – 331-338)

#### **4.2.12.5 Enriching Learning Activities**

*Platform for exchange of ideas.* The Native Speaker Programme assisted Hafiz's professional knowledge construction by providing enriching learning experience for him. For instance, the programme provided Hafiz the platform to engage in the exchange of ideas with other participating teachers. This is because the programme promoted social interaction among the participating teachers. For example, the TPD workshop provided ample opportunity for Hafiz and other participants to share teaching ideas and activities. According to Hafiz, other participating teachers understood the challenges that he faced as a new ESL teacher. This is because, they went through similar experience faced as Hafiz's and they were aware of the difficulties in teaching English to low proficiency students in the area. Therefore, Hafiz was able to benefit from the interaction with other participating teachers particularly in learning new teaching and learning activities that were effective and suitable for his students. He explained,

“Most of the time, when we go to TPD session, they will group us. Sometimes we just sit anywhere we like. But then, they will reshuffle positions, so we will be in groups that involve teachers from different school, so in a way, we mingle. Let say they ask us to do certain activities, and then we have to present the activities, so we work together. We share our ideas, like... I have done this with my students...this is how we should do it... so we share our ideas. The next activity, other teachers would contribute their ideas. So there are exchanges of ideas, sharing. I think it is good. At least we learn from other people who hold the same position with us – they are teachers, teaching pupils at the same age. So they know what are the challenges.”

(HIT3 – 304-315)

In addition, being able to take part in knowledge sharing session during the Best Practice Conference enabled him to enhance his knowledge particularly in English teaching techniques and activities. According to Hafiz, participating in such conference was a new learning experience for him. He found that being able to learn from other participating teachers from different districts as a rejuvenating and enjoyable learning experience. He discovered that he gained new insight pertaining to teaching ideas through the knowledge presented by participants in the parallel sessions in the

conference. Recalling his experience on attending the state level Best Practice Conference which was organized by the vendor, Brighton Group, he had the following to say;

“During the conference, we gained a lot actually. I remember about the Flat Stanley, I am not sure if you know about the Flat Stanley, they shared about Flat Stanley, it is a very wide range teaching resource...it’s all over the internet. Later on, you can Google Flat Stanley, they listed out activities related to Flat Stanley, so many things. And then they shared. As you know there are parallel sessions in the conference right. So, I really gain something from the Flat Stanley presentation. I can come out with things like bookmarks, task sheets... So it was like learning from others. When we go for conferences, we have few things listed down, whichever you want, you choose and you can enter any session. So it was something new. During the conference, I went to this room but it was something that I already know so I went to rooms that showed me something I don’t know. So it was like a new exposure for me.”

(HIT1 – 291-302)

*Learning by doing.* Another enriching learning activity promoted in the Native Speaker Programme is demonstration. During the second TPD workshop as observed by the researcher, the participating teachers were assigned into 7 groups. Each group was given a teaching activity for them to come up with a microteaching to demonstrate the activities. The activities include; role-play, name game, jazz chants, story chain, shakes, Martha games and hot seats. With the help of the three mentors, Nate, Patrick and Deborah, all the groups took turn to demonstrate their activities. This was followed by feedback given by the mentor on ways to improve their teaching technique. This demonstration allowed Hafiz to master certain technique and skills as it gave him a clear ideas on how certain activities should be carried out. Hafiz regarded demonstration as a very helpful activity in the programme that assists him to construct his professional knowledge on teaching techniques. He said;

“ The programme is helpful in terms of the techniques in teaching that they share. Most of the time they will demonstrate. Sometimes we cannot see if we read something. Lets say if we buy books on teaching methods, we can read, but we cannot see. But when they demonstrate, we can see. So we have clearer idea on the technique.”

(HIT1 – 258-262)

In addition, demonstration reinforced his learning process, as he was able to retain important memory regarding certain teaching technique especially when he was the one who was demonstrating the technique. He added;

“Like what I said, if we just read through books, we don’t know, but when we see, we know how it goes along. Through demonstration, sometimes, because we are involved in the activities, like we are asked to sing, they will sing first for example, but they will also ask us to do it, and eventually we remember the song. There’s this one song on parts of body, we teach it to kids, and the kids remember.”

(HIT1 – 399-404)

Therefore, the Native Speaker Programme contributed to Hafiz’s professional knowledge construction by offering him the opportunity to engage in enriching learning activities through ideas sharing and learning by doing.

#### **4.2.13 Hafiz’s Professional Practice**

This category addresses the second research question of the study, 2) How does the Native Speaker Programme contribute to the novice teachers’ professional practice as ESL primary school teachers? Five major themes emerged in this category: a) classroom management, b) motivating the students, c) teaching methodology, d) teaching materials and, e) reflective practice.

##### **4.2.13.1 Classroom Management**

*Attention grabber.* Classroom management is one of the many challenges faced by a novice teacher as they learn how to teach in the first year (Farrell, 2009). As for Hafiz, classroom management was one aspect of teaching that he admitted to be the most challenging. During all the observation of Hafiz’s classroom teaching and learning activities conducted by the researcher, Hafiz was found to be struggling in controlling his classroom. Based on the first classroom observation, researcher discovered that Hafiz had problem in delivering simple and effective classroom instructions while conducting teaching and learning activities with his mixed-ability students. This is



because, he tended to use long and confusing instructions with a monotonous voice. As a result, the students were unclear about the task assigned to them hence they started to talk to each other and make noise.

Other than that, it was also discovered that Hafiz's classroom management problem was caused by his lack of thoughtfulness in selecting suitable activities to cater his mixed-ability students. This is because, during all the three classroom observations conducted by the researcher, it was found that Hafiz tended to assigned similar tasks to all students despite of their differences in proficiency. Consequently, while Hafiz was giving one to one assistance to the low proficiency students in completing the assigned tasks, the more proficient students who had completed the assigned tasks were left with no activities thus they started to make noise and disturb their friends.

Nonetheless, the Native Speaker Programme had influenced Hafiz's practice as an ESL teacher as it provided him guidance in improving his classroom management skills. This is because, although Hafiz admitted that he was still struggling with classroom management, he claimed that he had actually improved his classroom management skills throughout his participation in the Native Speaker Programme. Hafiz stated that, one of the classroom management techniques that he learnt from his mentor, Nate, was attention grabber. Before his participation in the programme, Hafiz often resorted to ineffective methods such as yelling and nagging to his students, asking them to be quiet in order to keep the class in control. However, now that Hafiz was introduced to attention grabber technique to recapture his students' attention into the lesson, he discarded those ineffective methods and switched to the use of attention grabber to control his class during the teaching and learning activities. He explained;

“Normally, before this I would just yell ‘Oi!’. Like, ‘Oi! You are so noisy!’ But now I learn something new, as you can see in my class just now, I’ll say ‘Eyes on me’, then the students reply ‘eyes on you’. I learn it from the mentors... And I find it effective for my students.”

Evidently, the effectiveness of attention grabber technique as suggested by Hafiz's mentor was indicated through the classroom observations conducted by the researcher. This is because, during all the three classroom observations conducted by the researcher, Hafiz was observed to use the attention grabber technique to control his classroom. Whenever the students started to make noise, Hafiz would recapture their attention into his lesson by saying the phrase 'Eyes on me!' loudly. All the students then immediately replied by saying the phrase 'Eyes on you!' loudly and simultaneously and they began to pay their attention to Hafiz. Other than that, he would call out the name of the class that he was teaching out loud, for example '2 Bestari!' and similarly, the students would immediately reply the phrase 'Aye! Aye! Captain!' and refocused their attention to his lesson.

While Hafiz admitted that his participation in the Native Speaker Programme contributed to the slight improvement of his classroom management skills, he yearned more input and guidance from his mentor on classroom management skills. Realizing that classroom management was not his forte, Hafiz often asked for Nate's suggestion on suitable classroom management techniques for his students. Nevertheless, due to time constraint and other commitment, Nate did not manage to give personalized techniques that were suitable for Hafiz's students. On the other hand, the TPD workshop highlighted more on teaching and learning activities rather than input on classroom management. Thus, Hafiz felt that input on classroom management was overlooked by his mentors and in the programme. He said,

"Almost every week I asked him about the classroom management problems. When are we going to learn on how to control the students with this kinds of behaviours and such... I did ask for input on that, but it was never discussed."

#### **4.2.13.2 Motivating the Students**

*Enjoyable activities.* Hafiz's involvement as a mentee in the Native Speaker Programme shaped his professional practice as an ESL teacher particularly in the way he motivated his students to learn English. This is owing to the fact that his, Nate, made him realize the importance of selecting enjoyable teaching and learning activities in motivating students to learn English. Reminiscing on his early teaching experience before participating in the programme, Hafiz acknowledged his preferences for 'chalk and talk' and 'pencil and papers' activities. As a result, his students did not appear to be interested in his lesson and this frustrated him. However, his students began to show their interest into his lesson when he decided to follow Nate's suggestion which was to carry out enjoyable activities that were able to cultivate his students' in learning English. Based on Nate's suggestions, Hafiz tried various activities for his students in order to identify the kind of activities favoured by his students. Consequently, he found that his students started to develop their interest into his lesson and they appeared to be motivated and engaged in learning English.

Hafiz's efforts in preparing and selecting enjoyable teaching and learning activities to motivate students to learn were spotted during all the three classroom observations conducted by the researchers. In the first observation for example, Hafiz used Total Physical Response approach in teaching his Year 2 students about the topic 'hobbies'. During the lesson, the students seemed to be excited when they were required to act out some of the hobbies such as swimming, painting, playing guitar and cycling. All of the students participated actively in the activity.

In addition, Hafiz was observed to incorporate the use of realia as the teaching aids during the second observation conducted by the researcher. During the lesson which was on the topic 'looking good', Hafiz brought a rail of colourful clothes like

dress, skirt, scarf, T-shirt, trousers and shirts. When Hafiz asked for volunteers to come in front to choose one of the clothes and describe its the colour and feature, most of his Year 2 students put up their hands excitedly to try (HCF2 – 38-39). This signalled their anticipation and motivation in participating in Hafiz lesson.

While his young Year 2 students seemed to enjoy lessons that involved a lot of movements, Hafiz discovered that his older high proficiency students preferred a more serious lesson. Hence, during the third observation on Hafiz's lesson with his Year 5 students, he carried out a read aloud activity as requested by the students. In that lesson, the students decided to choose their favourite drama script. Each student took a role and they take turn to read aloud the script. Occasionally, Hafiz would correct their pronunciation and suggest a better intonation for specific lines. Although the activity was simple, it was able to engage learners into learning as the students' genuine interest and motivation towards learning English were reflected when they for Hafiz's explanation on certain word, phrases and lines that they did not understand.

*Seating Arrangement.* Apart from the use of enjoyable activities in motivating the students, Hafiz's participation in the Native Speaker Programme made him aware of the potential of seating arrangement in encouraging his students learning process. Before his participation in the Native Speaker programme, Hafiz paid little attention on the seating arrangement in the classroom. Since the English language Centre (ELC) room had been not established at that time, Hafiz would go to his students' classroom to teach English where the students were seated in individual or in pair seating arrangements. However, during the process of setting up the ELC room, Nate strongly suggested for the students' desks and chairs to be arranged into groups;

- “Interviewer: Is this the idea from the mentor? To have the students seated this way... in groups?”
- Hafiz: Nate gave suggestion for group seating... he encouraged group seating instead of pairs or individual.
- Interviewer: Is it because they are young learners?
- Hafiz: Yes, they feel more secure when they are doing work. They can work together to complete their tasks. They can assist each other. It is mixed ability in one group. It is not like all the students in Group A are high proficiency, or all the students in Group B are low proficiency. Each group has mixed ability students.
- Interviewer: Okay, how did you assign students into the groups.
- Hafiz: First, we drew lots. And then, I rearranged based on my evaluation of students.”

(HIT2 – 495-512)

Hafiz found that group seating arrangement had a positive affect on his students’ learning process. This is because, group seating arrangement encouraged his students to learn from each other as the students with higher proficiency would assist their friend who have lower English proficiency. Since the seating fostered cooperative learning, it promoted more on-task participation from the students. In addition, Hafiz believed group-seating arrangement enabled his students to feel comfortable and less intimidated as they were surrounded by their peers. This indirectly enhanced his students’ motivation into his lesson as the classroom provided them with secure learning environment.

#### **4.2.13.3 Teaching Methodology**

*Total Physical Response Approach.* Hafiz believed that his participation in the Native Speaker Programmed played a minimal role in assisting him to improve his teaching methodology. This is because, Hafiz found that many classroom activities suggested by the mentors to be unsuitable to be used for his students. Hafiz believed that this was due to the fact that the mentors did not have an adequate understanding about Malaysian primary school ESL learners. The mentors’ inadequate understanding about students’ English language proficiency were reflected through the teaching and learning activities that they suggested during the TPD workshop. Hafiz considered

several classroom activities introduced by the mentors as inappropriate and inapplicable for his students due to cultural differences and students' level of proficiency. In order for Hafiz to employ activities suggested by the mentors, he had to make major change in order to ensure the suitability of those activities for his students. He felt the process was tedious and time-consuming thus, he chose to discard recommended activities that he considered inappropriate. Therefore, since he did not use many of the activities suggested in the programme, he felt that the programme played minimal role in assisting him to improve his teaching methodology. The following interview excerpt narrates Hafiz's point of view on the teaching and learning activities suggested by his mentor.

“Interviewer: To what extent, do you think that you have used the knowledge gained from programme or from your mentor for your practice?

Hafiz: During the TPD workshop, certain things introduced to us were not really relevant to Malaysian classroom. Maybe they took the examples from their experience teaching in their home country. So when they came here, introduced us activities and practices, maybe because their first language is English, so they tried to do the same thing here. So there were certain activities cannot be applied here. Because of cultural differences... level of proficiency.

Interviewer: Yes, I remember the 'Name Game'.

Hafiz: Yes, that is hard actually to be introduced here. It's too complicated. Maybe they are familiar with that kind of things but for Malaysian classroom, I don't think we can do that.

Interviewer: Other activities?

Hafiz: Certain can be used. Although it is so obvious that they took the activities, like drama scripts, from their home country. But, some of the activities can be used here.

Interviewer: So meaning that, whatever that they have taught you, you have to select which one that is relevant to your class.

Hafiz: Yes, select. Not all can be used. I think if I were to recall, only fifty per cent can be applied in Malaysian classroom.

Interviewer: Others cannot be applied because?

Hafiz: Cultural differences and language abilities.”

(HIT2 – 13-43)

Although Hafiz believed that the Native Speaker Programme contributed little assistance in improving his teaching methodology, he admitted that his mentor, Nate, had given him a valuable suggestion for him to enhance his teaching methodology.

Before his participation in the programme, Hafiz preferred to employ ‘rote learning’ methodology in teaching English which involves a lot of drilling, repetition and memorization. Conversely, this changed as Hafiz participated in the programme since his mentor insisted him to incorporate Total Physical Response (TPR) approach into his lessons. The TPR approach involves teachers and students to use a lot of modelling, demonstrating and performing of actions and gestures in a lesson. It emphasizes on the mastery of vocabulary as well as grammatical structure, and spoken language is given priority over the written language. According to Hafiz, Nate would suggest him to incorporate more TPR activities each time he gave feedback on Hafiz’s classroom observation. Since he discovered that his students loved TPR activities, Hafiz improved his teaching methodology by using less rote learning approach and by integrating more TPR activities into his lessons. When asked the question how the programme influenced the way he planned his lesson, Hafiz replied;

“Previously, it would be like rote learning activities such as, reading, memorize and read and memorize, spell. But once I have a mentor, he observed my lesson and gave feedback, at he suggested some changes – include TPR... more TPR, more TPR!”

(HIT2 – 121-124)

Hence, although Hafiz did not acknowledge his mentors’ significant contribution in improving his teaching methodology, the feedbacks given by Nate based on the Hafiz’s classroom observation actually played a crucial role in enriching Hafiz’s teaching methodology. This is because, Nate’s valuable feedback served as a catalyst that led to his turning point in making decision in planning activities for his students. From dull and stressful ‘rote learning’ classroom activities, his lessons morphed into more meaningful learning experience for the students as he included more TPR activities as suggested by his mentor. In fact, Hafiz enjoyed incorporating the TPR approach for his young learners especially for lessons in the afternoon when the

students started to feel restless and could not focus on the typical traditional classroom activity. The following fieldnotes excerpt from Hafiz's classroom observation conducted by the researcher illustrates a TPR activity that he carried out.

“Hafiz shows a picture of a boy swimming. He then introduces the word swimming and asks the students to spell swimming and label the picture on the whiteboard. Then, he models the swimming action and asks the students to follow after him. The students look excited performing the action. He then continues the same steps with other hobbies such as playing guitar, painting and cycling. After that, he calls for a volunteer to come in front. He points at the word ‘cycling’ and the volunteered student is required to perform the cycling action. The class is filled with laughter. Hafiz proceeds with other hobbies and the students look delighted to be called in front to perform the action.”

(HCF1 – 35-44)

#### **4.2.13.4 Teaching Materials**

*Authentic versus non-authentic materials.* Hafiz's participation in the Native Speaker Programme influenced his professional practice as an ESL teacher in terms of the way he selected, adapted and developed teaching materials for his English lessons. Recollecting his experience as a trainee teacher in the teacher training college, Hafiz stated the use of authentic teaching materials such as magazine, newspaper cutting, advertisement, and song lyrics were emphasized over non authentic materials such as teaching resources that were specifically developed for ESL learners. Perhaps, this was due to the fact that authentic materials will enrich students' learning experience as they provide students with direct contact to reality level of current and real English language use by the native speakers (Adams, 1995; Miller, 2003). On the contrary, his mentor, Nate, discouraged the use of authentic materials and gave a great emphasis on teaching resources that were specifically designed to teach ESL learners. Hafiz explained,

“When I was in the teacher training college, we were taught on how to use authentic material as teaching resources. We selected authentic materials and transform them into teaching and learning resources. You know, like newspaper cutting, song lyrics and we developed a task sheet based on those authentic materials. But for the mentors, they don't really prefer authentic materials they prefer readily available teaching resources that are meant for kids.”



Nate's preference of non-authentic teaching materials over authentic materials was possibly due to the fact that authentic materials often contain difficult language and complex language structure that could be overly challenging for Hafiz's students who had low level of English proficiency (Guariento & Morley, 2001). Hence, most of teaching resources selected by Hafiz were materials that were specifically developed for ESL learning purpose. The English language centre in Hafiz school for example, was equipped with a lot of teaching materials that were specifically designed for English learning. There were four sections in the English Language centre namely; the Teaching and learning galaxy, the chamber of games, the multimedia zone and the reading corner. Each section was furnished with colourful and attractive resources that were potentially powerful in capturing students' interest in learning English. The Teaching and Learning Galaxy for example was furnished with informative decorated whiteboard, thematic wall as well as plenty of charts and teaching aids. On the other hand, reading corner offered learners with convenient ambience that promoted reading by providing various reading resources such as, story books, masks for role play activities, puppets for story telling, word wall, reading cards and educational magazines. Additionally, the Chamber of Games was equipped with a wardrobe full of costumes for drama activities, interactive board games, and puzzle mats while the Multimedia Zone was equipped computers with internet access, printing capabilities and wall charts on multimedia related information.

Furthermore, the Native Speaker Programme influenced the way Hafiz developed teaching aids for his students. Hafiz had always been interested in developing his own teaching aids since teacher-developed materials are cost effective and personalised according to his students' preference and language abilities. Since the Native Speaker Programme provided him the opportunity to learn about resources

development, Hafiz was inspired to create interesting teaching aids for his lesson. As a result, he had developed numerous teaching aids such as pop-up books, thematic walls, charts, masks, puppets, reading cards, art and craft materials, and board games on his own and placed them in the English language centre.

Furthermore, Hafiz's selection of teaching materials was influenced by his mentor's advice, which was to take into consideration about moral values, cultural awareness and sensitivity of the students. Hafiz stated that, Nate encouraged him to select materials that promote good moral values and to avoid from using materials that could offend students' religious belief. For example, since most of his students were Muslims, it was important to note that dogs and pigs are considered impure thus it is forbidden for Muslims to keep them as pets or to consume their meat. Hence, although Hafiz felt that it was crucial for the students to be know about dogs and pigs, he would take into consideration students' acceptance on teaching resources that featured those animals before using them in his lesson. He explained,

"They remind us about moral values. If let's say I am using a story which has pigs or dogs, it depends, if the pupils can accept it, use it. If the pupils feel offended, because of the pig or dog, so change it to something else. But if the kids requested the story, meaning they are okay with it, so just proceed. But still, cultural value is an important consideration when making resources selection. But, from my point of view, I think, me myself as a Muslim, we have to introduce them. They have to know although they will be a bit offended. But, if too offended, we change. So you can replace dog with cat or something else."

(HIT4 – 46-53)

#### **4.2.13.5 Reflective Practice**

*Merely for documentation.* Reflective practice plays a vital role in assisting teachers' lifelong professional development as it empowers teachers to be critical in their practice thus enabling them for making wiser decisions pertaining to teaching (Burton, 2009). Teacher professional development programme such as the Native Speaker Programme could be a potentially powerful platform in promoting participating teachers to engage in reflective practice. Unfortunately, in Hafiz's case, this valuable

opportunity was taken for granted since the participating teachers were asked to write reflection merely for the documentation purposes. He narrated,

“Every time after we finish the TPD workshop, there will be some kind of reflective form that we have to fill out. We have to do that. But supposedly, one section is to be filled at the end of the TPD workshop, and the second section is to be filled in at the beginning of the following TPD workshop. But we never fill in the second section. It is like, for example, for the first section they ask, what have we learn today, how will we use it in the classroom? And then we write reflection about that particular TPD workshop. Supposedly, we should fill in the second section at the beginning of the following TPD session – to reflect whether we succeed in using the method that we were taught to use. But we never do that... so it is not properly done... we just do it only for the sake of documentation.”

(HIT1 – 604-616)

In addition, as a participant of the programme, he was asked to fill out a reflective journal to evaluate his own capacity as an ESL teacher. Every month, his mentor will collect the reflective journals from his mentees, so that he could examine them and take necessary action requested by the teachers. In the journal, Hafiz recorded the strengths and weaknesses of his lessons and he included teaching aspects that he felt essential for his mentor to provide him with extra guidance. Most of the time, he requested more input on classroom management and teaching ideas for extremely weak students. In the beginning, Hafiz was very motivated to write critical reflective entries on his teaching activities, expecting that Nate would read the entries and gave him additional assistance on classroom management and teaching ideas for extremely weak students. However, after a few entries, he began to lose the enthusiasm to write critical reflection as he realized that Nate did not give him the adequate support that he needed when he was so helpless dealing with problems related to classroom management and extremely weak students.

“When we write the reflective journal, they ask us what we want to improve on, and sometimes I just write down, but I don’t see them sort of read that thing and do activities based on reflective journal. Because I always ask them how to control class... issues with weak students... But they never do activities that

cater to my need...that I require. Maybe because they have yearly plan, so they just follow. Maybe the reflective journal is just for them to see. For documentation...”

(HIT2 – 49-55)

Aside from reflective journal, Hafiz was required to complete a questionnaire on his evaluation about his performance as an ESL teacher in the beginning of the year. The questionnaire should supposedly enabled him to evaluate his language abilities in reading, writing, speaking and listening as well as his level of motivation as a teacher. In the end of the year, Hafiz would answer the same questionnaire and submit it to his mentor. Although the questionnaire enlightened him about the improvement that he had made throughout a year of participating in the programme, he was frustrated with the way the questionnaire was administered by his mentor. This is because, his mentor insisted that he and other participating teachers fill out the questionnaire in such a way that it would show improvement in all the aspects listed in the questionnaire. Hence, despite of his actual performance, Hafiz must give higher scores for the year-end questionnaire. Perhaps, this is important for the mentors, as it would serve as evidence that the mentors had done their job and learning had taken place throughout the programme. However, this dishonest practice gave teachers the impression that reflective practice is insignificant thus underrating the true value of reflective practice. The following excerpt revealed the actual practice regarding the administration of reflective questionnaire for Hafiz and his colleagues who took part in the programme;

“Hafiz: During those tutorial sessions, there are not much being discussed. Basically, we just fill in forms.  
Interviewer: Everything just for formality?  
Hafiz: Yes, because they need the forms for data collection or something.  
Interviewer: So you have to fill in things because you have to?  
Hafiz: Yes... the forms that we have to fill in ask questions like what do you hope to learn? What have you learn? And then we have to evaluate ourselves, based on scales, for example listening skills, which level are we in... and then towards the end of the programme, they come again, ask to fill in again and there must be improvement. Let’s say in the previous form, we fill in band 3,

- at the end of the year, at least must be band 4. Must show one level of improvement.
- Interviewer: Despite of actual performance...?
- Hafiz: Yes, because they need that data to be like that. And maybe that is because of the requirement or for their record. That is the thing that they have to do...
- Interviewer: I see, so they need you to do it.
- Hafiz: Although we don't feel that we have improved, we just fill in like how he asks us to do."

(HIT2 – 73-97)

Therefore, although the reflective activities were being practised throughout the programme, Hafiz and other participating teachers did not gain much benefit from it. This is because; reflective practice was not done correctly and only carried out for documentation purposes. As a result, there would be a high possibility that Hafiz and other participating teachers would discontinue writing reflection once the programme ends since they did not understand the valuable impact that reflective practice has on their lifelong professional development.

#### **4.2.14 Hafiz's Professional Identity**

This category addresses the third research question of the study, 3) In what way does the novice teachers' professional identity formation change after the Native Speaker Programme? Five major themes emerged in this category: a) accountability, b) compassion, c) self confidence, d) nonnativeness and, e) contentment.

##### **4.2.14.1 Accountability**

*Demotivated.* Hafiz's participation in the Native Speaker Programme played a minimal role in assisting him to construct his accountability towards his duty, as part of his professional identity as an ESL primary school teacher. This is because, instead of his mentor, Nate, it was Hafiz's mother and his colleague, Puan Rozy who played important roles in assisting him to embrace his accountability as a teacher in a rural

school as part of his professional identity. Hafiz was a classic example of a novice teacher who was going through Maynard and Furlong (1995) five stages of teacher development of beginning teacher. In the first stage, he entered the school with *early idealism*, as he was very motivated and excited to start teaching. Hafiz explained, as a new teacher, he was very eager to teach. In this stage, he rejected the image of the more experienced teacher and strongly identified with students. With the memories of all the teaching and learning activities that he had learnt from his lecturers in the teacher training college and the university still fresh in his mind, coupled with some teaching experience during teaching practicum in urban school, Hafiz simply could not wait to carry out the activities with his students in the school he was posted. However, he was disappointed with the ‘reality shock’ that he faced when he realized that the students could appreciate his teaching effort. He also realized that there was a huge gap in language proficiency between the urban students during his teaching practicum and the rural students in his current school. He explained,

“I was a new teacher, so when we were new, we did a lot of things – the teaching parts. I did a lot of activities. Because we were still fresh, we remembered all the lectures we learned. So we carry out the activities. However, the students did not seem to understand! For example this one time, I thought I had come up with a very interesting teaching aid. I made it from scratch myself using cardboard, it was puppets of animals and they could move their eyes! But, the students did not appreciate my effort. They just take it for granted. So that was very frustrating. I don’t know what please them... what makes them learn?”

(HIT3 – 22-34)

Hafiz entered the second stage, *survival*, as he began to feel overwhelmed by the ‘reality shock’ that he faced thus he opted for quick fix for the problem that he faced. Since Hafiz was staying in the same house with other five new ESL teachers who were posted to different schools in the same district, they would discuss the problems that they faced, trying to find solutions to their problems. Hence, Hafiz would experiment different strategies as discussed with his friends with the hope that he could cater to his students’ preferences and language ability. However, again, he was frustrated with the

outcomes of his efforts when learning did not seem to take place in his lesson with the low proficiency students. He said,

“So each time I went home, because I am staying with my housemates, they are all new teachers like me. So we would be sharing the stories with each other. We asked ourselves, why is it so difficult for the students to get what we teach? It is okay if they are low proficiency, no high expectation. But the thing is, they never get it. Never! For example, during the five minutes set induction, I had told them what they are going to learn. Then, during the whole lesson, I gave input. However, towards the end of the lesson, when I asked them again what they have learnt, they didn’t know! Everything’s gone... So when I went home, I would discuss with my friends, we swapped tasks, but the same thing happened. So I guess I just need to adapt to the situation. Because I always try something new, but towards the end, I still don’t know what they like.”

(HIT3 – 67-75)

In the third stage, *recognizing difficulties*, Hafiz felt very unmotivated to teach. He began to have a self-doubt and question if he really can be an ESL teacher. He felt like quitting the profession and abandon his accountability as a teacher. Although he was already assigned a mentor at that time, he felt as if there was a barrier that hindered him from disclosing his struggles that he faced with Nate. This is because, Hafiz felt that Nate would always keep a distance from his mentees by keeping things too formal and too professional. Hafiz viewed his mentor more as a lecturer whose role was solely to disseminate knowledge rather a mentor who could guide him and at the same time provide him with moral support and necessary advice. The following excerpt explained why Hafiz did not turn to Nate to ask for help and advice regarding the problems that he face.

“Interviewer: Do you think your mentor play any role in sustaining you to overcome or go through the challenges?

Hafiz: Okay, my mentor basically when it comes to work, just work. Nothing personal to discuss... even it is about my challenges in teaching, no! Because to him, that kind of thing is like a rant.

Interviewer: Did you express your personal concern to him, telling him, I am worried that, I cannot cater...

Hafiz: Because, when it comes to discussion with mentor, it is so formal, it is works related. It is dealing with work and teaching. We don’t discuss personal problem.

Interviewer: Did he give you personalised advice, how to cater to certain students...

- Hafiz: No. It's work related, nothing personal. He didn't even want to approve our Facebook friend request until recently, he said 'since I will not be working with you guys anymore soon, you can add me on Facebook.' Very 'professional'.
- Interviewer: Well, teachers are professional, but they need personal touch too...
- Hafiz: Yes, because when we share our problem, we feel relieved.
- Interviewer: So, is there any room for you to share your problem?
- Hafiz: I just turn to my mother. I always tell her about my problem. My mom would give some suggestions... Nate is like a lecturer. Not really like a mentor, because a mentor would care about your welfare...
- Interviewer: Why do you think Nate is like that?
- Hafiz: Maybe because he doesn't spend much time in school, he didn't have enough experience... They don't understand the culture, and they are not from here, so it is difficult for them to put themselves in my shoes."

(HIT3 – 161-251)

At this point, Hafiz had no choice but to seek help and comfort from his beloved mother. He would call his mother everyday and told her about the challenges that he was facing. In addition, he began to ask for suggestions and advice from more experienced ESL teachers in his schools. From their feedbacks, Hafiz realized the difficulties of teaching and he began to recognize the fact that teachers are limited in terms of what they can achieve. He described;

"So yes, I would call my mom, asking her "what should I do?" I am a sensitive person, so I would cry to my mom. My mom told me, kids are like that; they can only do certain things. So, if they can't do certain things, just let it be. Don't be too hard on myself. My colleague, Puan Rozy also motivated me, she said, it is impossible for teachers to do everything to make the students learn. Learning should come from both sides. It does not rely solely on teachers' efforts. It has to be from both sides, the students and the teachers. So now, I try to adapt that kind of thought. If you can get what we teach, that's okay, if we don't get also, it's okay."

(HIT3 – 55-63)

The realization of teachers' limitation as told by his mother and Puan Rozy serves as a turning point for Hafiz in confronting his demotivation. Slowly, he pulled himself together and regained his strength to accept his accountability as an ESL teacher. Hence, instead of his mentor, Nate, it was Hafiz's mother and his colleague,



Puan Rozy who played an important role in assisting him to embrace his accountability as teacher in rural school as part of his professional identity as an ESL primary school teacher. In fact, when asked the question, ‘who sustain you throughout the first year?’ Hafiz answered;

“My mom and Puan Rozy. I spent most of my time with Puan Rozy. So, she was the one who encouraged me. Not to forget, other experienced teachers in my school motivate me too. So I told myself to just do my duty. We have done our part, so it depends on the students to do their part. So when I teach in the classroom, if they want to listen, okay. If they don’t want to listen, there’s nothing I can do.”

(HIT3 – 155-159)

At the moment where the data collection of this study was completed, Hafiz was observed to move back and forth between final two stages of Maynard and Furlong (1995) teacher development of beginning teachers. At the fourth stage, *reaching a plateau*, Hafiz appeared to be able to cope well with the routines of teaching and he tended to focus more on classroom management than students learning. However, at times, he seemed to have reached the final stage, *moving on*, where he started to give more emphasis on the quality of learning of his lesson and less attention to classroom management.

#### **4.2.14.2 Compassion**

*Empathy towards the students.* Although the Native Speaker Programme played minimal roles in facilitating Hafiz to embrace his accountability as teacher in rural school as part of his professional identity, the programme contributed significantly in assisting Hafiz to develop his compassion towards the students as part of his professional identity as an ESL primary school teacher. This is because, Hafiz believed that his mentor has taught him to become more empathetic towards his low-proficiency students. According to Hafiz, before he participated in the programme, he placed too

much emphasis on finishing the syllabus. As he rushed through the syllabus, trying to cover all the topics and contents in the English language curriculum specifications, he overlooked his students' preferences, language proficiency and needs. Fortunately, Hafiz started to take into consideration his students ability and interest as Nate convinced him to focus more on students' learning rather than the finishing the syllabus. The following excerpt denotes how Hafiz's mentor changed Hafiz's priority in teaching;

- “Hafiz: Last year, before this Native Speaker programme, I rushed through my lessons because I wanted to finish the entire syllabus. But now, under this programme, Nate told me, it's okay, if you don't finish it, let it be... as long as the students get something throughout the syllabus. Last year, I introduced new topic every week. But for this year, Nate said, “it's okay, if we don't finish it, just repeat.” So once the students get it, I would then proceed with the next thing.
- Interviewer: So, now you are more relax, and focus more on the students rather than the syllabus?
- Hafiz: Yes. Last year, I just want to finish my part. But now, more on to cater to the students' ability. For example, this is the maximum level of the students can reach, so be it, I just make the best out of it... Let say they said, Sir, we don't want to learn today. We just want to read books. So, I just - okay, please select one storybook and read.”

(HIT3 – 381-398)

In addition, Hafiz's participation in the Native Speaker programme enabled him to develop more empathy toward his low proficiency students as he changed his belief about students' accomplishment in ESL learning. Before participating in the programme, Hafiz employed an exam-oriented approach, as he was very concern about his students' performance in examinations and tests. Consequently, his lessons were uninteresting and stressful as he 'forced' his low proficiency students to learn. Nevertheless, through his observation of his mentors' approach which highlighted more on the use of fun and interesting teaching and learning activities, Hafiz realized that examination and tests are not the only tools to measure his students accomplishment in learning English. Hence, as his belief was changed, Hafiz adopted a more lenient

approach and this reflected his empathy towards his low proficiency students. He explained;

“Before this, I was so concerned about students’ performance. But when I come to TPD, most of the activities are relax and enjoyable, so I do the same to my class. So in the classroom, I stopped forcing the students to learn. Don’t force them. If the students want to do other things, don’t be stressed and nag. Instead, try to cater their requests. Because, sometimes, they request. Like – Sir, today, we want to use the textbook, we want to write. So, I’ll just try to give what they want.”

(HIT3 – 370-376)

Furthermore, Hafiz’s participation in the Native Speaker Programme helped him to become more empathy towards his students as he gained a better insight about young learners from his mentor. Through his mentor, Hafiz realized that he needed to take into consideration about his students’ limited literacy skills when planning lessons and selecting teaching materials. For example, before his participation in the programme, Hafiz preferred to use word cards as teaching aids for his Year 2 students. However, Nate disagreed with Hafiz’s choice of teaching aid and suggested him to use the whiteboard and manually write the word in order to introduce new words to his students. This is because, when Hafiz wrote manually on the classroom whiteboard, the students could see the steps of writing clearly. Thus, this assisted the low proficiency students who did not have the basic skills in writing alphabets to identify the steps that they needed to follow, in order to write letters to form words correctly. Hence, through his mentor, Hafiz gained better insight about young learners thus inspired him to be more a more compassionate ESL teacher. He said,

“Before this, I used word card, instead of writing on the board. Nate doesn’t really like cards. He prefers writing it down on the board so that the kids can see the way you write down letters and words. How to write. They need to see to see the process. So, he advised, try to minimize word cards. Same goes to the use of technology, although it is encouraged, but the students cannot see the process. Because, we just the flash the thing, they just appeared like that. The students couldn’t see the writing process involved. If you write down, students can see clearly, one by one, step by step. How you write down the letters to form words.”

Moreover, Hafiz's participation in the Native Speaker Programme enabled him to develop more empathy toward his low proficiency students as he changed his teaching role from a strict 'authority' to a more approachable 'facilitator'. Before his participation in the Native Speaker Programme, Hafiz tended to opt for rote learning activities where he played the traditional roles as a teacher. He was the authority in the classroom and the students must do as he says. Nonetheless, through the guidance that he received from his mentor, Hafiz switched to more appealing teaching activities where he played the role as a facilitator who assisted students' learning. As Hafiz softened his teaching approach, his lessons became more relaxed and he would take into account his students' preference and interest in selecting teaching and learning activities. Thus, the Native Speaker Programme encouraged Hafiz to be more compassionate by softening his teaching role into a more approachable ESL teacher. He asserted;

"Because I am afraid. First year of teaching, so when the GB said, "Okay, the exam will cover this this this. So we have to finish these syllabus by June at least, chapter 6". And then, I tried so hard to finish that. But now I am more relax, lenient and focus what is more important to me – that is the learning process. If the kids requested something, I just follow because that shows their interest. So if they are interested in one thing, I just give it to them... In a way, the my mentor taught me not to rush through the syllabus. As long as the kids learn something. At least, they get something, at least they are motivated. Rather than, let say you try to finish the syllabus within one month – one chapter for 2 weeks. Then you rush everyday. Today you teach this, next day already on something else, but the kids didn't get the previous one. Useless! So, today you teach this thing, and next day you repeat, at least they get something. At least, fifty per cent from the input is better than nothing – when you are rushing through the syllabus."

(HIT4 – 160-173)

#### **4.2.14.3 Self-confidence**

*Appreciated.* Another change that Hafiz experienced pertaining to his professional identity as an ESL teacher, through his participation in the Native Speaker Programme was the enhancement of self-confidence. As a novice teacher who was

struggling with the ‘reality shock’ of teaching profession, Hafiz went through a stage where he felt very demotivated to teach. This was especially when he felt that his students did not appreciate his teaching effort, as they showed little interest in his lessons. At that stage, Hafiz was not confident about his capacity as an ESL teacher as he began to have self-doubt and felt like quitting the teaching profession. However, he managed to regain his confidence when he participated in the Best Practice Conference, which was one of the activities in the Native Speaker Programme.

The Best Practice conference provided Hafiz the platform for exchange of ideas with other participating teachers. This is because, the conference enabled teachers to share their teaching ideas among themselves. Hafiz treasured the experience of sharing his teaching ideas with other participants in the conference. In fact, he considered the opportunity to share his teaching ideas as the most valuable aspect about being the participant in the programme, as he felt appreciated when other teachers showed their interest towards his teaching ideas. Hafiz asserted that he cherished other teachers’ positive feedbacks about the teaching ideas that he developed together with his mentor. This is because, the acknowledgement given by other participants in the conference boosted his self-esteem as an ESL teacher as it created sense of achievement for him. This is evident as the following conversation took place during the first interview;

- “Interviewer: So, what was the most helpful or valuable aspect about being the participant in this programme?  
Hafiz: To share! I think that one is the most helpful. Because when I went to the conference, I got to share whatever I have done in the classroom with other people, and they are very much interested, they ask for copies of lesson plan and like that. So I love that!  
Interviewer: Why?  
Hafiz: Because I feel appreciated they like our activity. Actually, we got it from our mentor, but we changed it a bit. But the idea was still from my mentor. And then, we were able to share it with other teachers, and then they were very interested to see that thing. During the conference, we presented something... okay I will show you later. In my ELC room, there’s this – it’s like an interior of a house, parts of a house, like kitchen, dining room – that I got from my mentor. Nate gave it to me. I shared it with

other teachers, they loved it. They asked for copies of that thing. So it was so fun.”

(HIT1 – 264-281)

This positive learning experience assisted Hafiz in retrieving his confidence about his capacity as an ESL teacher. Through this experience, Hafiz realized that, although his students showed little interest in his lessons, his teaching ideas were not entirely meaningless as there were still people who appreciated them and found them interesting and effective. In addition, Hafiz recaptured his motivation to teach, as he was excited to try out teaching ideas shared by other participating teachers in the conference. Hence, the Native Speaker programme contributed to Hafiz’s professional identity formation as it facilitated Hafiz to regain his confidence about his capacity as an ESL teacher.

#### **4.2.14.4 Non-Nativeness**

*Strengths of non-native ESL teacher.* Another aspect with regard to the change in professional identity formation, that Hafiz experienced as a result to his participation in the Native Speaker Programme was pertaining to his identity as a non-native ESL teacher. Hafiz used to think that as a non-native ESL teacher, he was inferior as compared to the native ESL teachers since he did not have the native-like accent. Hence, Hafiz believed that native speakers of English (NES) make better English language teachers. Nevertheless, his belief was changed as he participated in the Native Speaker Programme, when he noticed the limitations that the native speakers had as ESL teachers.

One limitation of the native ESL teachers that Hafiz identified was their lack of understanding about the needs and problems of the students. Although Hafiz acknowledged the significant role of the NES teachers as excellent language models, he

criticized the selection of teaching and learning activities made by his native speaker mentors. This is because, due to inadequate understanding about Malaysian ESL students, his mentors often suggested activities that were not suitable to the students as they contained language items that were too difficult for the students. As he identified about the limitations of NES teacher, he also recognised the strengths of non-native ESL teacher.

Hafiz learnt that, one of the strengths that non-native ESL teachers like him was their ability to be more empathetic to the needs and problem of the second language learners. He believed that, non-native teachers have a better understanding about the difficulties and challenges that the ESL learners have in comparison to the native speaker ESL teacher. Thus, they are able to plan teaching and learning activities that cater the needs of the learners. In addition, Hafiz also felt that non-native ESL teacher could better predict language difficulties face by the students as compare to the NES teachers. Therefore, they could easily identify the suitability of teaching approach and technique for their ESL students.

Hafiz gained his newfound insight about the strengths of non-native ESL teachers through his observation during the TPD workshop that he attended. During the workshop, Hafiz found that most of the time, other participants of the programme who were mostly experienced non-native ESL teachers, could come up with teaching ideas that were more appropriate than the ones suggested by the mentors. Hence, Hafiz gained a lot of input from the other participating teachers particularly, in choosing suitable teaching and learning activities for his students. Therefore, this changed his perception about the inferiority the non-native ESL teachers, as it made him realize that both NES and non-native ESL teacher have their own strengths and weaknesses. While NES teachers are better in reference to language competence, Hafiz felt that the nonnative ESL teachers have better teaching strategies since they understand the needs of the

second language learners. Juxtaposing the strengths and weaknesses between the native speaker mentors and the nonnative ESL teachers who participate in the Native Speaker Programme, Hafiz said;

“At least we learn from other people who have same position with us – they are teachers, teaching pupils at the same age. So they know. What are the challenges. Unlike the native speaker mentors, they don’t really know what kind of kids that we have. Because in their mind, they made assumption that they are learners, they don’t realize that, this is a Malaysian classroom, English is only second or foreign language.”

(HIT3 – 310-315)

*Positive work ethics.* In addition, Hafiz’s participation in the Native Speaker Programme influenced his identity as a non-native ESL teacher, as he wished to adopt certain positive work ethics shown by his mentor. As a typical Malaysian, Hafiz’s time management was appalling. He never really cared about his poor time management since all his life, he was surrounded with people who had the same attitude with him pertaining to time management. However, Hafiz’s participation in the programme provided him an eye-opener experience about the value of time. This is because, good time management skills shown by his mentors made him realize how punctuality and good time management had a positive impact on productivity. Hence, Hafiz wished to adopt this positive work ethics, as part of his professional identity because he believed that good time management would improve his productivity as an ESL teacher.

“In terms of work ethic, time management. Nate is very punctual. When he says it’s 9, it is going to be exactly at 9. Even the TPD session, if they said 2.30, they will look at their watch, right at 2.30 they will start. And they will finish sharp at 5.30. Unlike us, Malaysians, Malaysia culture, we have plus minus, if we say 5.30, sometimes we finish early. If they finish earlier for 5 minutes, they will come up with other activity. Very punctual. So, that is something good that we can adopt into our work ethics.”

(HIT4 – 114-119)

In addition, Hafiz’s participation in the Native Speaker Programme influenced his identity as a non-native ESL teacher, as he felt that it is important for him to have a native-accent in order to improve his capacity as an ESL teacher. Hafiz believed having



a native-accent indicates a teacher's excellent of English proficiency and this is essential as this enhances teachers' credibility as an effective ESL teacher. Nevertheless, Hafiz realized that it is impossible to speak with native-like accent to the low proficiency learners like his students as they might find teacher's speech to be incomprehensible to them. Therefore, although he felt native-like proficiency was necessary for an ESL teacher, teacher must ensure to modify their speech and simplify their language so as not to intimidate the students and in order to make their speech compressible to the young learners. He asserted;

“If we want to improve ourselves, we have to follow their native like pronunciation and everything. But that, we have to come back to the students. because we are dealing with young kids in Malaysian context, if, we pronounce words according to British's pronunciation, it will be difficult for the kids to understand. So, if for our own language proficiency, we can follow them. But when it comes to teaching, we have to modify the speech.”

(HIT4 – 138-143)

#### **4.2.14.5 Contentment**

*More optimistic.* Hafiz believed that the Native Speaker Programme enabled him to experience changes in his professional identity, as he became more content with his duty as a primary school ESL teacher. This is because, the advice and guidance that he received from his mentor, facilitated Hafiz to be more optimistic about the challenges that he needed to confront as an ESL teacher in rural primary school. Recollecting his experience at the beginning of his teaching career, Hafiz confessed that he was very unhappy with the difficulties of dealing with his low proficiency students. Teaching was stressful at that time since he felt that his students were not interested in his rote learning approach and he was struggling trying to finish the syllabus. As a result, he channelled his anger and frustration to his students and this attitude pushed him away from his students.

Nevertheless, Hafiz began to be more optimistic about his teaching profession as he decided to take Nate's advices. Among the advices given by Nate were for Hafiz to modify his teaching approach to accommodate his students' interest, preference and language ability as well as to focus more on the quality of learning rather than quantity of the syllabus covered. These valuable advices did not only help Hafiz to be more positive about his duty as an ESL teacher, but also enabled him to reduce his stress thus improves his relationship with his students. He said,

"Somehow, I am more lenient now. Previously, I used traditional method. Teacher centred activities. Everything is from the teacher, nothing from the students. But now, I consider their needs and preferences. If they want to do drama, just do it. If they want to sing English song, Michael Jackson or Taylor Swift, Bieber...anything, I let them choose the song... Compared to last year, I was angry all the time. I scolded my students a lot because I was upset. But this year, I am more lenient... I don't want my students to feel stress and I don't want to cause stress to myself. So basically, overall, I am being more humanistic now. Trying to cater to my students' interests."

(HIT4 – 186-209)

Although Hafiz became optimistic about his teaching profession, there are few aspects of teaching that he felt crucial for him to improve in order to develop his professional identity as an ESL teacher. Since he was still struggling with classroom control and he felt that the Native Speaker Programme did not provide him adequate input on good classroom management, Hafiz believed that he needed to learn more on effective strategies in controlling his class. In addition, he also believed that he must upgrade his teaching methods particularly in catering to learners' preferences and level of proficiency. However, Hafiz had not identified the necessary measures that he was planning to take for him to improve himself in those two teaching aspects in order for him to develop his professional identity as an ESL teacher. In the following interview excerpt, Hafiz listed out teaching aspects that he wished to reinforce;

“Interviewer: Okay, how satisfied are you with your performance as an ESL teacher at this level?

Hafiz: Not very satisfied actually. Because I am still learning, still learning to adapt with learners’ preferences. And, then to find teaching methods that are effective for the students. And, I hope to teach my Year 2 students until they are in Year 6 so that I can see their progress. Because I don’t think one year is enough for me to really know the students. If I have the chance to teach them until they are in Year 6, I will know them better, I will know how to tackle them.

Interviewer: So, what do you hope to improve yourself as an ESL teacher?

Hafiz: As an ESL teacher, methods to deal with the students, especially weak learners. As you know, most of my students are weak learners, low proficiency. Those few A scorers are the children of officers or teachers. While for the rest, the majority are very weak students.

Interviewer: So, what do you hope to learn the most is to?

Hafiz: How to tackle the weak learners... how to make them realize the importance of learning English. And get them to be interested in learning English. I still don’t know how. Maybe at home, their parents do not encourage them. Maybe their parents don’t care about the importance of English.”

(HIT4 – 292-315)

Moreover, Hafiz wished to be an ESL teacher who understands his students and who is also loved by the students. In fact, Hafiz considered these two criteria are the qualities that define an ideal ESL teacher. He said,

“For me, an ideal ESL teacher is someone who understands the students and the students like. You have to make the students like you because, when they like you, they will open their heart to learning English. Although they might be very weak in English, but because of the teacher, they would have the motivation to learn. English is an intimidating subject to rural kids, so the students must like the teacher first before they can like English. Try to be friendly. Not merely know how to teach, but know how to get into the students’ mind. I am learning to be one too... hopefully.”

(HIT4 – 251-257)

In the interview transcript, Hafiz shared his belief about the importance of establishing a good relationship with the students. Since learning English could be a daunting experience for his low proficiency students, Hafiz considered it is essential for the teacher to make himself likeable to the students. In addition to having good pedagogy skills, Hafiz believed that it is important for a teacher to be able to relate to the students.

Through these ways, teachers would be able to capture students' interest into learning English and motivate them to learn the subject enthusiastically, although they might find the subject difficult. Hence, Hafiz aspired to acquire such ideal ESL teacher characteristics as part of his professional identity as an ESL teacher. When asked the question "Where do you see yourself in another five years?" Hafiz stated that he intended to remain in the teaching profession due to his passion in teaching. He said,

"I enjoy teaching. I love kids. So, I will stay at school. I'll still be a teacher. Hopefully, by five years, I will gain lots of experience."

(HIT4 – 340-341)

#### **4.2.15 Conclusion**

Hafiz's participation in the Native Speaker Programme contributed to his professional knowledge construction through few ways. First, the Native Speaker Programme bridged the gap between her pre-service training and the real classroom by complementing his existing knowledge that he gained during pre-service training with additional knowledge and skills that he learned through the Native Speaker Programme. Second, the programme expanded his knowledge base as an ESL teacher and this included knowledge about language, process knowledge, and pedagogical content knowledge. Third, Hafiz accommodating mentor's strong commitment and unthreatening mentoring style enabled him to gain knowledge from his mentor without much problems thus assisting him in constructing his professional knowledge as to developed as an effective ESL teacher. Fourth, although Hafiz felt that the mentors lack of understanding about ESL learners, they provided him with guidance as experts who provide him with the native model of pronunciation. Finally, the Native Speaker Programme contributed to Hafiz's professional knowledge construction by providing him the opportunity to engage in enriching activities through the exchange of ideas between participants and through learning by doing.

In addition, the Native Speaker Programme influenced Hafiz's professional practice as an ESL primary school teacher in few aspects. First, the programme influenced his classroom management style as he employed 'attention grabber' – a classroom management technique that he learned from his mentors. Second, the programme influenced Hafiz's way of motivating the students as she emphasized the use of enjoyable activities in his lessons as well as through the use of suitable seating arrangement for his students. Third, the Native Speaker Programme influenced Hafiz's teaching methodology as she incorporated more Total Physical Approach in his lessons. Fourth, the Native Speaker Programme influenced Hafiz's selection of teaching materials as he switched from using authentic materials in her lesson to non-authentic materials that were specifically developed for ESL learning purpose. Nevertheless, the programme played a minimal role in influencing Hafiz to engage in reflective practice as it was carried out merely for documentation purposes.

Furthermore, the Native Speaker Programme enabled Hafiz to experience changes in his professional identity formation through few ways. It is undeniable that Hafiz's participation in the Native Speaker Programme played a minimal role in assisting him to understand his accountability towards his duty because, Hafiz's mother and his colleague played more prominent role in assisting him to embrace his accountability as teacher in rural school as part of his professional identity. However, the Native Speaker Programme managed to assist Hafiz to experience changes in his professional identity formation in several ways. Firstly, the programme instilled compassion in Hafiz as he learned to have more empathy towards his students. Secondly, the Native Speaker Programme enhanced Hafiz's self-confidence, as he felt appreciated by his colleagues. Thirdly, the programme identified Hafiz's role when he realized the strengths of non-native ESL teacher. Nonetheless, he wished to adopt certain positive work ethics shown by his mentor. Fourthly, the Native Speaker

Programme fostered Hafiz's contentment about his profession as an ESL teacher as he became more optimistic about his teaching profession.

#### **4.2.16 Case Four: Suzanna**

Suzanna was an English language teacher in her mid 20s. She was teaching in a primary school in one of the states in central region of Malaysia. Suzanna's first language is Malay and she has a bachelor's degree in education in Teaching English as a Second Language (TESL) for Primary Education, which was awarded by a public university in Malaysia. She was posted to her current school right after she completed her bachelor degree in October 2010. At the time this study was carried out in 2013, Suzanna was in her third year of teaching. Suzanna was teaching English to Year 1 and Year 2 low proficiency students. In addition, she was also teaching mathematics to Year 3 students.

Suzanna's school was located in a fisherman village. It was a rural school with approximately 300 students. Most of the students came from low socioeconomic status families with their parents working as small boat fishermen, farmers and labours. As a lower primary English teacher, Suzanna was involved with the implementation of the new curriculum, KSSR (Primary School Standard Curriculum). Hence, she was required to participate as one of the mentees in the Native Speaker Programme. As a participant of the programme, Suzanna informed that she needed to undergo about 75 hours of face to face interaction with her mentor through classroom observation and discussion of 10 lessons, peer teaching and Teacher Professional Development Workshop (TPD). In the TPD workshop, Suzanna took part in various ESL teaching and learning activities conducted by her mentor, together with other 30 English teachers from five different schools in her mentor's zone. In addition, she was required to produce suitable resources in print or in electronic forms.

In her first two years of participating in the programme, Suzanna was assigned Stella as her native speaker mentor. Stella, in her mid 40s, is an Australian. She had extensive experience teaching English as a second language to primary school students from China, Japan and Korea back in her home country in Australia. Due to wide experience in ESL teaching and learning, Suzanna regarded Stella as a resourceful and skilful mentor. In addition, Suzanna described Stella as a ‘traditional’ person who loved telling her mentees stories about her family in Australia. However, due to homesickness and burnout from her workload as a mentor, Stella decided to resign from her job as a mentor and returned to her family in Australia.

The vacancy as a native speaker mentor was immediately replaced by John. In his mid 40s, John had enjoyed a long career with an NGO in the United States before he moved to Malaysia to follow his wife who was offered the job as native speaker mentor by SMR HR Group. It was John’s wife who suggested him to fill the vacancy when Stella resigned from the position. Although, he did not have any experience in ESL teaching and learning, Suzanna considered John to be a good mentor who was committed with his roles. Suzanna described John as a ‘relaxed’ but ‘systematic’ person, as he always appeared to be well prepared in each of his TPD workshop.

In this chapter, Suzanna’s professional development throughout the Native Speaker Programme is discussed by dividing them into three categories: a) Suzanna’s professional knowledge, b) Suzanna’s professional practice, and c) Suzanna’s professional identity formation.

#### **4.2.17 Suzanna’s Professional Knowledge**

This category addresses the first research question of the study, 1) How does the Native Speaker Programme contribute to the novice teachers’ professional knowledge? Five major themes emerged in this category: a) bridging the gap between pre-service

training and the real classroom, b) expansion of knowledge-base, c) accommodating mentor, d) guidance from expert, e) enriching learning activities.

#### **4.2.17.1 Bridging the Gap between Pre-service Training and the Real Classroom**

*Reinforcing existing knowledge.* The Native Speaker Programme facilitated Suzanna's professional knowledge construction by bridging the gap between her pre-service training in the university and teacher training college with the real classroom. This is because, according to Suzanna, knowledge and skills presented in the programme reinforced her existing knowledge that she gained during pre-service training. At the beginning of her participation of the programme, Suzanna doubted if she was going to benefit from the Native Speaker Programme. Since Suzanna was just graduated from the university, she believed that she still had all the knowledge and skills that she learned during pre-service training fresh in her mind. In addition, she felt that her existing knowledge was sufficient to enable her to be an effective ESL teacher. Hence, she was frustrated when her headmistress instructed her to participate in the programme as soon as she was posted to her current school, thinking that the input from the Native Speaker Programme would definitely be redundant to her. She said,

“When my headmistress asked me to join the programme, I was worried if the programme would just be exactly like my degree programme. I didn't think it was necessary since I just got posted. I still had the knowledge. I was so surprised because I thought once I got posted, I don't have to attend lecture and stuff like that anymore.”

(SIT1 – 36-40)

However, as she participated in the programme, she realized that, some of the input presented in the programme was different than the input that she gained from her pre-service training. In fact, she considered what she learned in the programme as ‘useful’ for her to survive as an ESL teacher in rural primary school. Juxtaposing between the input that she gain from her pre-service training and the input presented in



the Native Speaker Programme, Suzanna realized that most of the teaching and learning activities that she learned during the pre-service training could not be applied to her low proficiency classroom. This is because, most of the activities taught during her pre-service training were intended for high proficiency students. In addition, she could not rely on her six months teaching practicum experience to help her to carry out effective teaching and learning activities for her low proficiency student, as she did her practicum in an urban school where most of the students come from English speaking background. At that point, she felt the six years of her pre-service training was inadequate in preparing her to be a good ESL teacher. On the other hand, Suzanna found that the teaching ideas presented by her mentors were specifically designed for low proficiency students. Hence, she felt that the teaching ideas that she gained from the programme were hands-on and more suitable for her students and she could directly use the teaching ideas in her classroom. She explained;

“Suddenly, I felt the six years learning during my pre-serving training was not enough for me to be a good teacher to my students. Because for me, what I had learnt in the university was for advanced students. Plus, I did my practicum in top school in KL, so I was so used with teaching high proficiency students. But, once I got posted here, I had to simplify my teaching strategy. So I was so worried to do simple activities with my rural kids. Rural kids with extremely low proficiency. But, when my mentor showed me how to conduct activities for low proficiency students, I don’t think it is that difficult. This programme is specifically for low proficiency students, so it really helps me to gain my confidence in teaching them.”

(SIT5 – 89-97)

Furthermore, Suzanna found that some of the input presented in the Native Speaker Programme expanded her existing knowledge that she gained from pre-service training on certain area. Using the knowledge on teaching phonics for example, Suzanna asserted that her pre-service training only provided her with knowledge about phonics. On the other hand, it was the Native Speaker Programme that extended her basic knowledge about phonics by providing her with additional input on how to teach phonics to students. The input on how to teach phonics presented by her mentors

assisted Suzanna in conducting lessons on pronunciation with low proficiency students. Moreover, teaching phonics was new to Suzanna as it was just recently introduced in the new KSSR curriculum, while her pre-service training used the old KBSM curriculum, which did not have the phonics component in the syllabus. Hence, Suzanna felt that the input on phonics that she learned in the programme expand her existing knowledge on the area thus, allowing her to conduct lesson on pronunciation confidently. She said,

“The good thing is I learn more about phonics. Before this I had no idea on how to teach phonics. Especially teaching phonics properly so that the students can acquire phonetics. Although I have learnt about phonics in the university, it was a long time ago. I could barely recall. But through this programme, I also learn about the implementation art, the practical knowledge – how to teach phonics. Plus, I am observed by my mentor, I am quite confident to teach phonics. I am not worried if I accidentally teach the students wrongly. In case if I make mistake, My mentor would definitely correct me.”

(SIT2 – 25-31)

Although Suzanna found that some of the contents in the Native Speaker Programme were similar to what she had learnt in her pre-service training, Suzanna felt that the repetition was necessary. This is because, she considered the repetition of input to serve as the reinforcement to strengthen her existing knowledge. Moreover, having a mentor to monitor the way she used her knowledge in her practice allowed her to certify that she has used the input that she gained from the programme in her classroom correctly. She explained;

“Perhaps, the idea of repetition was there. The repetition of what I had been taught in university and in the programme were more less the same, it gives me some reinforcement. But the different thing now, it is like, I have the platform to use the knowledge very well. And, being observed by the mentors is good, because they can see directly if I have taught the students correctly.”

(SIT2 – 36-40)

#### **4.2.17.2 Expansion of Knowledge**

*Knowledge about students.* One aspect of knowledge that Suzanna realized to have extended throughout her participation in the Native Speaker Programme was the

knowledge about students. This is because, through the programme, Suzanna was able to relate better with her low proficiency students as the programme provided her with valuable input, which helped her to gain more understanding about her low proficiency students. According to Suzanna, her mentor, John, helped her to identify ways to motivate her low proficiency learners in learning English. By using extrinsic motivation approach as suggested by John, Suzanna learned that the approach was effective in motivating her students to learn English. In addition, John encouraged Suzanna to identify individual preferences of her students. Through trial and error in conducting various teaching and learning activities recommended by John, Suzanna began to gradually recognize her students' individual interests and preferences. Since Suzanna has limited experience in teaching English to low proficiency learners, she found it challenging to find teaching aids that were effective for her students. However, John's advice for her to employ teaching aids that could provide concrete learning experience to low proficiency students assisted Suzanna in selecting teaching aids that were both suitable and effective for her students. Therefore, the inputs that Suzanna gained from her mentor enabled her to have better understanding about her students. As she explained;

“John really promotes individual preferences. So, I must consider students' background and interest so that I can trigger their interest into learning English. Because English is a second language and difficult for them. So, their interest is very important. I feel happy whenever the students show that they are interested in the lessons. Of course it is through trials and errors. For example, John once asked us to use motivate students extrinsically, I tried, and found it was effective. Same goes to using concrete learning, I brought realias to class, and yes, it was effective. So John was right, I need to identify students' interest and understand their background as children from a rural area.”

(SIT2 – 134-143)

The evidence of how the programme expanded Suzanna's knowledge about her students was also captured through the researcher's first observation on TPD workshop conducted by John. In the session, John introduced Rose and Meyer's three principles

of Universal Design for Learning (UDL). In that lecture-based session, John explained that UDL is a research-based educational framework that facilitates teachers to develop adaptable learning environments to accommodate individual learning differences. He also played a video, which discussed about variety of learners in terms of learning preferences and how important it is for teachers to design lessons that cater the students' differences. John also stressed that it is important for teachers to adjust curriculum to meet the need of their students instead of merely expecting them to adjust themselves to learning. Then, John introduced the following principles as captured by the researcher's fieldnotes;

“Principle 1: Provide multiple means of representation

- Learners are different in the ways they perceive and comprehend information presented to them. For e.g.: learners with sensory disabilities, learning disabilities, language and cultural differences.
- There is no one means of representation that will be ideal for all learners. Therefore, teachers need to provide options for representation.

Principle 2: Provide multiple means of action and expression

- Learners are different in the way they can navigate a learning environment and express what they know. For e.g.: learners with movement impairment, language barriers.
- There is no one mean of action and expression that will be ideal for all learners. Therefore, teachers need to provide options for action and expression.

Principle 3: Provide multiple means of engagement

- Learners are different in the way the can be engaged and motivated to learn. Contributing factors include neurology, culture, personal relevance, subjectivity and background knowledge.
- There is no one mean of engagement that will be ideal for all contexts. Therefore, teachers need to provide options for engagement.”

(STF1 – 40-58)

John continued discussing the causes of pupils not learning which include: low motivation, discouraging environment or culture, poor instruction, and cognitive skills. He discussed more on cognitive skills, particularly on the symptoms of pupils not learning which include: cannot concentrate, poor reading, spelling and writing skills,

avoid homework, poor math score, and lower self confidence. He stressed the importance of not discriminating slow students as weak as he believed weakness is caused by not practicing and training and not by disability. John also played a video for her, entitle “I’m not Dumb” which was about learners with learning disabilities like ADHD and Autism.

Moreover, John discussed about possible reasons for some children failing to learn. He explained how factors such as socio-economic, parents’ education, school structure and resources, safety, and learning disabilities contribute to the problem. Then, he invited teachers to share experience on the matter. After that, John proceeded with the discussion on six main brain areas for training which are processing speed, visual processing, working memory, logic and reasoning, auditory analysis and word attack, and emotional controller. Suzanna considered the session as an eye-opener as she now has a better understanding on learners’ individual differences. Therefore, through this thorough session on learners’ differences, Suzanna’s knowledge about students was expanded.

*Pedagogical Content Knowledge.* Furthermore, the Native Speaker Programme assisted Suzanna’s professional knowledge construction by enhancing her pedagogical content knowledge. As a lower primary ESL teacher, Suzanna was required to use the new KSSR curriculum to carry out her English lesson. In the new syllabus, there were few new components such as phonetics and language arts that Suzanna needed to include in her lessons. Having little knowledge on effective ways to incorporate language arts component into her lessons, Suzanna found that it was challenging to integrate language arts component that included the language contents in the KSSR syllabus into teaching and learning activities. Nevertheless, Suzanna found the input on language arts from her mentor to be valuable in enhancing her understanding about the appropriate strategy in implementing language arts using the language content in the

KSSR syllabus into her lesson. When asked about the most valuable aspect of knowledge that she has learnt from the programme, Suzanna answered;

“Language arts because it is a new component in the curriculum. So, usually we just simply use puppets, songs in the lesson. But, now, how to use and maximize it in the classroom, with the language content that we want to introduce to kids? So John taught us how to use puppets in the lessons. How to integrate songs in the lesson – the correct steps. Whether to listen first or to introduce vocab first. From what I learnt is that, you need few steps in order to teach anything. Although it looks simple, actually it has certain steps in order for the students to gain the knowledge.”

(SIT2 – 89-97)

Researcher’ observation on the TPD workshop provided important insight on how the programme expanded Suzanna’s pedagogical content knowledge by imparting input on the integration of language arts components. In the second observation of TPD workshop, John was observed to conduct a discussion on the use of songs, rhymes and chants in the lesson. He started the discussion by inviting participating teachers to define and give examples of songs, rhymes and chants. Then, using PowerPoint, he explained the justifications of the use of songs, rhymes and chants in teaching English to young learners. Among the rationales include;

“Because they are interesting, they stimulate children’s interest, pupils have fun while practicing English, useful to teach many aspect of language singing is natural way to practice the correct pronunciation, stress and intonation of language, the KSSR curriculum includes chants, teacher can include them as a classroom routine to refocus or maintain pupils’ attention, and to limit the boredom.”

(STF2 – 29-34)

John continued the session with the discussion on jazz chants. He modelled one group jazz chant and demonstrated some dances. He then asked participating teachers to refer to the new KSSR textbook, and showed them the suitable units in which teachers can integrate jazz chants. John also explained how teachers could include language contents highlighted in those units into jazz chants and use them in the teaching and learning activities. John proceeded with the discussion on how teachers can use songs,

rhymes and chants in various ways; as a classroom routine, as warm-up, transition or closure and he explained the suitable time for teachers to use them in the lessons. Furthermore, John introduced a checklist that could help teachers to evaluate the suitability of the song, rhyme or chant. The checklist consisted of the following questions; Would the children enjoy it outside the classroom? Is it clear to understand and use? Does it have good memory? Can those who are weak in English take part without feeling frustrated? After that, John conducted a game, which required teachers to rearrange the steps for presenting song in the lessons. Then, he explained the correct procedure in using songs in the lesson;

“1. Introduce actions or dance, 2. Review vocabulary, 3. Give reason to listen, 4. Listen to the song, 5. listen again and hum or clap, 6. Teacher sings one line and students can sing one line, 7. Sing again together, 8. Introduce actions or dance”  
(STF2 -52-57)

After that, John introduced a modified song entitled ‘Be my Echo’ which was to be sung to the tune “Are you sleeping”, which teachers could use to teach phonemes. He modelled the song and the participating teachers followed after him. He then continued with example of melodies for other songs in which teachers could modify the lyrics and replace them with intended language content. He stressed that he liked using song, as it is not stressful for the teachers. In addition, he shared a website about children’s song where teachers could browse to gain some ideas on using song into their lessons. John then continued with follow-up activities that teachers could do for lessons that incorporate songs. Among the suggested activities were rearranging the order of lyrics and fill in the blanks.

This comprehensive session on the use songs, rhymes and chants enabled Suzanna to gain better understanding on effective ways to incorporate language arts into her lessons. Apart from the input given during the TPD workshop, John provided Suzanna with a compilation of children’s song lyrics as well as notes entitled ‘Benefit

of English Songs for Children Learning ESL’, written by Shelly Vernon for TEFL.net (Appendix O). With valuable guidance and input from John, Suzanna was more confident in integrating the new component into teaching and learning activities for her low proficiency students. Hence, through this thorough session conducted by John, Suzanna’s pedagogical content knowledge was expanded.

*Knowledge about language.* Knowledge about language includes not only grammar and orthography, but also knowledge of how language is used, knowledge on language learning as well as knowledge on language modes which consist of reading, writing, listening and speaking (Bartels, 2009). For Suzanna, her participation in the Native Speaker Programme assisted her to improve her English speaking skills. This is because, the programme provided her with a platform to exercise her speaking skills by engaging in authentic conversation with her native speaker mentor in natural acquisition setting. In addition, the Native Speaker Programme provides Suzanna the opportunity to use English freely without getting obtrusive comments on her mistake from her mentors. This is because, both of Suzanna’s mentors, John and Stella, disregarded simple language mistake, as they prioritize more on getting the meaning across clearly. This encouraged Suzanna to maximize her interaction with her mentor which enabled her to practice her speaking skills. Suzanna believed that through practice, she was able to improve her speaking skills. She said,

“Because I have to speak in English all the time. Plus, my mentor is a native speaker. So, it encourages me to speak English. You know my school doesn’t provide English speaking environment. So, when I speak English with John or Stella, it kind of improves my speaking skills... Plus, they never correct my mistake. They just listen and try to understand. They know how to deal with second language learners. So they don’t really care about the mistake. Although as English teachers, we are scared of making mistake, those mentor are very relaxed. So I felt encouraged. Free to talk.”

(SIT3 -184-196)

In addition, the Native Speaker Programme enhanced Suzanna’s speaking skills by providing a positive communicative environment for her and other participating



teachers during the TPD workshops. According to Suzanna, John would always encourage participating teachers to communicate their ideas and to share their stories during the workshop. Furthermore, John would create interesting activities that promote communication during the workshop. Even during lecture-based sessions, John would include games or activities to promote interactions that provide teachers the opportunity to practise their speaking skills. In addition, since John never corrected teachers' speaking mistakes, Suzanna and other participating teachers never felt hindered from using English freely among themselves and with their mentor. Hence, through the positive communicative environment created by John during TPD workshops, Suzanna felt that the programme assisted her in improving her speaking skills.

#### **4.2.17.3 Accommodating Mentor**

*Motivating.* Suzanna believed that the motivations instilled by her mentors encouraged her to maximize her learning throughout the programme which contributed to her professional knowledge construction as an ESL teacher. As a fresh graduate who was initially felt reluctant to participate in the programme, Suzanna was not motivated about being the participant in the programme as she believed that the programme would be redundant for her. In addition, she felt the TPD workshop was quite burdensome, as she needed to attend the 3 hours workshop after the school hours. However, Suzanna's negative attitude towards the programme was gradually diminished when her mentors persistently motivated her and other participating teachers. One of the efforts made by John to motivate participating teachers to take the programme seriously was by rewarding them with gifts for coming early to the TPD workshop and for full attendance. In both observations on TPD workshops conducted by the researcher, John was observed to reward the first person to arrive. In the first observation, John awarded the teacher with illustrated children storybook and stickers that could be used by the

teacher for positive reinforcement for his students. As for the second observation, he awarded the teacher with a book on children's songs. Although Suzanna was initially sceptical about the effectiveness of John's strategy on adult learners like her and other participating teachers, later she realized that John's effort was worthwhile as she found herself to be more motivated to attend the TPD workshop.

In addition, John and Sarah would provide a convenient learning atmosphere for the participating teachers by preparing refreshment for the teachers. Since the TPD programme was conducted quite far from the participating teachers' schools, the teachers could directly come to the TPD workshop after school and have their lunch in the workshop, instead of rushing to have lunch after school and then to the workshop. Hence, Suzanna and other participating teachers could focus and learn comfortably during the TPD workshop. Suzanna found that the efforts made by the mentors in motivating her and other participating teachers were effective in encouraging her to make the most of the programme in enhancing her knowledge and skills as an ESL teacher. She explained,

“Our mentors really encourage us to come to the TPDs. Like John, he even gives us extrinsic motivation. He would give presents to the earliest person to arrive in the TPD workshop. Wonderful presents like stamps, stickers, books. I think they are quite expensive and not easy to get in here. Those presents are very useful for teachers. At first, I questioned if we need those. I mean we are not kids right. However, later I realized that as teachers, we need extrinsic motivation as well. And they would always prepare lunch and refreshment for us. I think it is good because their efforts really win our hearts, making us feel comfortable to come to the TPD.”

(SIT1 – 112-120)

Furthermore, words of encouragement from John and Stella played a significant role in motivating Suzanna to maximize the learning opportunity provided by the programme in gaining valuable input presented by her mentors. This is because, words of encouragement from her mentor reminded her about her hope and aspiration, which was to be an effective ESL teacher. At the same time, Suzanna felt appreciated,

knowing that someone was acknowledging the effort that she had made in trying to improve herself as a teacher. Hence, those encouraging words from her mentors lifted her spirit and motivated her to learn and gain knowledge and skills throughout the Native Speaker Programme. Suzanna explained;

“John always encourages us to be good English teachers. When I submitted my work to him, he said – thank you, you have done a good job, I hope you will be a good English teacher. So he would encourage us verbally. He makes us feel appreciated. He realized we are Malaysian English teachers who face struggles and challenges and we need support and motivation.”

(SIT2 – 194-198)

*Helpful.* Suzanna considered John as a mentor who was willing to help her with any problems that she faced with regard to ESL teaching and learning. Whenever she has doubts about conducting lessons, she would ask for John’s opinions for solution through phone calls, text messages, and emails. Suzanna asserted that, John would always be available for her, to help her to deal with teaching problems that she faced. As a result, Suzanna did not feel restricted to personally ask for John’s opinion on her situation and this facilitated her learning process throughout the programme. This is because, Suzanna was able to gain valuable input that is tailored to her situation from John. Hence, this learning process allowed Suzanna to construct her professional knowledge as an ESL teacher. She explained,

“Firstly, if I have any doubt, I would just see him. Or, since he is always available and free 24/7. I could just call him, or text or email him. There was one time during peer teaching, I just told him that I have no idea on how to conduct that particular activity. So he showed me how to do it. So if I need help, I just need to inform him – can you please help me preparing the PowerPoint slides? Do you have suitable worksheet for this activity? Stella and John are willing to help. They are very helpful.”

(SIT1 – 307-313)

Suzanna believed that her mentor’s helpfulness enabled her to establish a good relationship with them thus, allowing her to learn from them comfortably. In fact, Suzanna felt grateful that she has helpful mentors who never caused her any trouble like some unsupportive mentors for participants of the Native Speaker Programme in other

districts. For Suzanna, having unsupportive mentor would definitely discouraged teachers from coming to the TPD workshop. Moreover, John's helpfulness was also indicated during the observations of TPD workshop conducted by the researcher. In both observations, some teachers brought along their kids to the TPD workshop. This implied John's understanding toward the difficulties that some teachers faced in attending the workshop after the working hours. By allowing their children in the TPD workshop, John helped to lessen the struggles that some teachers faced, enabling them to attend the workshop and gain knowledge and skill presented. Therefore, by being an accommodating mentor who was willing to help his mentees in many ways, Suzanna believed that John facilitated her learning process as she was able to learn from him comfortably.

“...when we have good relationship, we feel at ease, comfortable, and okay. So we just do the activities in the programme comfortably... and because John is very helpful, I don't feel like I want to miss the workshop... By the way, I am very grateful that my mentor is helpful because there are cases where mentors in different district coming to school drunk, or coming to school without informing the teacher, or don't come to school at all. I am grateful I have good mentors.”  
(SIT1 – 413-434)

#### **4.2.17.4 Guidance from Expert**

*Superior native speaker status.* As the native speaker mentors, both Stella and John played meaningful roles in contributing to Suzanna's professional knowledge construction. Suzanna considered John and Stella's status as the native speaker of English language made them superior mentors as compared to non-native speaker mentors. She believed that, as English native speakers, John and Stella have the credibility to provide her with accurate input on ESL teaching and learning. Hence, Suzanna felt fortunate that she has the opportunity to work closely with John and Stella. This was especially when she realized that not all English teachers in Malaysia were given the chance to improve themselves with the help of the native speakers of English. This is because, for most of other English teachers, they need to make their own

initiative to improve themselves as ESL teachers. Moreover, in order to have the access to an avenue where the English native speakers facilitate them to enhance their English proficiency and teaching skills, they need to enrol in commercialized professional development courses that would cost them a fortune. On the other hand, Suzanna did not have to work hard searching for professional development programme on her own and sacrificing her salary on it, as the opportunity to work closely with English native speaker mentors to enhance her English proficiency and teaching skills was offered to her. Suzanna said;

“The knowledge presented in the programme was direct from the native speakers themselves. So, as mentors, we could really trust their credibility, their knowledge. And usually, the initiative to upgrade teaching skills come from the English teachers themselves, they have to search for course that is outside the school, like the one offered by British Council to improve their language and teaching skills. But now, I don’t have to go through the trouble searching for course because the native speakers themselves come to me, to help me. I don’t even have to pay for anything. I feel very lucky!”

(SIT1 – 294-302)

Suzanna’s belief on the superiority of the English native speaker status motivated her to participate seriously in the Native Speaker mentor. Although she was initially not motivated to participate in the programme seriously, her attitude was changed when she recognized the valuable input that she had gained from her mentors. Juxtaposing between English native speaker mentors and nonnative English mentors, Suzanna was positive that she would benefit more from the native English mentors as she trust their credibility as the experts who could help her to improve herself as an ESL teacher. Moreover, the expertise shown by both of her mentors, especially Stella, in suggesting and demonstrating teaching and learning activities that were effective for her low proficiency students, supported Suzanna’s belief about the Native speakers’ competence in providing her with accurate input. Suzanna presumed that it was Stella’s extensive experience in teaching English to ESL students in Australia that contributed to her expertise as a mentor. Therefore, Suzanna’s perception on the superiority of the

English native speaker status encouraged her to maximize her learning in the Native Speaker Programme and this contributes to her professional knowledge construction as an ESL teacher.

“At first, I feel reluctant and so lazy to go to the TPD workshops. Because it was conducted in the afternoon, after school. But I told myself, not everyone is given this chance. Plus the knowledge is direct from the English native speakers, not just any Malaysian teachers. Even if the mentor is Malay with English as his first language, he won’t have the experience like my native speaker mentors. Teaching experience is important, because they will bring their teaching experience in their home country to us. In fact, Stella, my first mentor, she has wide experience teaching ESL in Australia. So all of the activities that she suggested were relevant to me.”

(SIT1 – 94-102)

*Agent of change.* Another important role of the mentors that contributed to Suzanna professional knowledge construction was as the agents of change who facilitated her to adjust herself with the new experience as a novice ESL teacher. As a novice teacher without any experience teaching English to low proficiency students, Suzanna felt a little lost when he was first posted to her current school. In addition, she was required to use the newly developed KSSR curriculum as the syllabus for all of her lessons. These new experiences forced her to undergo a huge transformation, as she needed to make a lot changes in the way she was taught to teach during her pre-service changes. Undeniably, Suzanna felt that the changes that she needed to go through were demanding for her. However, having Stella and John as her mentors lessened her burden as they facilitated her to slowly adjust herself to the new changes in her working environment.

In facilitating Suzanna to cope with new changes, her mentors provided her with necessary input that would enable her to adjust herself to the changes. Suzanna considered the teaching of phonics and language arts as the new components in the KSSR curriculum that she was not familiar with since her six year pre-service training prepared her to be an ESL teacher using the previous KBSR curriculum as the

reference. Hence, to enable Suzanna to cope with the new curriculum, Stella and John presented her with valuable knowledge and skills on phonics and language arts component during the TPD workshops. In ensuring Suzanna to undergo the changes effectively, Stella and John would make certain that the input given was relevant to her situation by asking Suzanna the teaching aspect that she wanted to improve. In addition, the mentors would demonstrate the teaching and learning activities on phonic and language arts through peer teaching, so that Suzanna had a good understanding on how to carry out lessons on those new components. Hence, the roles of the mentors as the agent of change who facilitated Suzanna to adjust herself to the new changes by imparting valuable knowledge and skills contributed to Suzanna's professional knowledge construction. She explained,

“In coping with changes, the major things that they have taught were phonics and language arts. First, Stella and John would set up a schedule for the whole year, they would ask us, what do we want from the TPD. So we have the opportunity to voice out our situation. So, we inform them – we want more phonics, teach us how to use song for language arts? What kind of song? Do we need to sing? And John really taught us about using songs in English lesson. So the knowledge is both theoretical and practical. And, during the peer teaching, I will personally ask the mentor, please demonstrate this phonics activity, I need to see before I can do it on my own. They would demonstrate, and from there, I learnt how they carry out the activities. Therefore, I don't really feel burdened from those changes because I have the mentors. I am sure it would have been difficult if I were to learn everything on my own. And I would doubt if I am doing the right thing. But with the native speakers, especially in teaching phonics, I can ask them to model the pronunciation, they can demonstrate to the kids, and that is valid. So that makes me confident. So that was how they help me to go through change.”

(SIT5 – 312-325)

#### **4.2.17.5 Enriching Learning Activities**

*Hands-on inputs.* The Native Speaker Programme contributed to Suzanna's professional knowledge construction by providing her hands-on inputs that were applicable to her classroom. This is because, all of the knowledge and skills presented by her mentors were aligned with the new KSSR curriculum and suitable for her low

proficiency students. According to Suzanna, the inputs given by her mentors “follow closely the KSSR curriculum, do not mess up with curriculum... as if they were extracted from the curriculum, the mentors took them out and gave them to us”. In addition, John and Sarah would use the KSSR textbook as their main reference in suggesting teaching and learning activities that were suitable for Suzanna’s low proficiency student. Hence, this gave Suzanna a peace of mind, knowing that the suggested teaching and learning activities that she used in the classroom did not contradict with the KSSR curriculum. Moreover, Suzanna found that the input presented by her mentors were appropriate to be used with her low proficiency learners as the mentors considered learners’ background and interest when designing teaching and learning activities for Suzanna’s students. Since her mentors use the KSSR textbook as their main reference, this helped Suzanna in navigating the new KSSR textbook that she considered as unsystematic. She explained;

“The mentors would focus on KSSR. They would use the KSSR textbook. No matter what activities they introduce, they must be based on the KSSR and textbook. So, I feel I am in the right tract. And they never teach us anything that was not in the KSSR curriculum – foreign stories, high-level grammar or songs that are not familiar to Malaysian context. Never. So, I think it is good because it doesn’t contradict with the KSSR curriculum. What they teach are suitable for Malaysian context, related to KSSR and meet the requirement. And they use the KSSR textbook. Although I think the KSSR textbook is more systematic, with the guide of my mentor, I don’t feel lost using the new KSSR textbook.”  
(SIT5 – 209-218)

The hands-on inputs that were aligned with the new KSSR curriculum as presented by John and Stella enabled Suzanna to directly use them in her classroom. Comparing between the inputs that she gained from her pre-service training with the ones that she learnt from the Native Speaker Programme, Suzanna Said;

“During pre-service training in the university, if we gain some knowledge and skills, we have to wait for practicum or posting to use and apply them to students. But in this programme, we can immediately use whatever we learn and carry out in our class.”



In addition, Suzanna's learning on the hands-on input presented in the Native Speaker Programme was reinforced through the observation of teaching and learning activities by her mentor. According to Suzanna, her mentors had conducted the observation of teaching and learning activities on 30 lessons throughout the three years of her participation in the programme. After each observation, Suzanna and her mentor would have a discussion and her mentors would give her constructive feedbacks on her lesson. Suzanna regarded the feedbacks given by her mentor as valuable as they discussed her strengths and weaknesses in employing the suggested activities in her lessons as well as ways in which she could improve her lessons. This allowed Suzanna to have a better understanding on effective teaching and learning activities. This is because, the hands-on inputs that she gained from the programme was reinforced through the application of the inputs in her lessons, observation on her teaching and learning activities as well as constructive given by her mentors. Thus, these contributed to Suzanna's professional knowledge as an ESL teacher.

“We have 10 lessons observation that we have to carry out per year. So 3 years, we have 30 lessons. From the 30 lessons, we teach different topic and learning objectives. After the observation, that is the time when we have face-to-face discussion with my mentor. So I think, that is the most useful part of the programme. Because from there, I can get feedback for the improvement. Strengths and weaknesses... So the programme was very practical, because we have the implementation part.”

(SIT3 – 34-35)

*Peer teaching.* Another enriching learning activity in the Native Speaker Programme that contributed to Suzanna's professional knowledge construction was peer teaching. During peer teaching, Suzanna and her mentors would plan their lesson together prior to the actual class. Based on the learning objectives, they discussed and selected suitable activities that they can use for Suzanna's low proficiency learners.

Then, they prepared necessary teaching materials for that lesson and delegated lesson slots among themselves. According to Suzanna, she would request her mentors to carry out activities that were unfamiliar to her. During the actual class, both Suzanna and her mentors, John or Stella, would take turn conducting the lesson. Although Suzanna were initially sceptical about the feasibility of certain activities, John and Stella's success in conducting the lesson proved that, the suggested activities were indeed possible to be carried out for her low proficiency students. Moreover, through the demonstration of activities shown by her mentors during peer teaching, Suzanna was able to grasp the idea of the correct ways to conduct those activities. This provided Suzanna with better understanding on effective teaching techniques for her low proficiency students thus, contributing to Suzanna professional knowledge construction as an ESL teacher.

“For peer teaching, we can request. For example, if we are not comfortable with certain topic - lets say Phonics, something new in the KSSR curriculum, so they would focus on phonetics and suggest activities. Sometimes, I questioned – is it possible to carry out that activity in my low proficiency class? But they just do it. And, they show that the activity is feasible and can be carried out. Because during the pre-service training, we used the old KBSR, so no phonetics. We did learn a bit about phonetics, but never learn how to teach pronunciation. But now in the programme, the mentors show us, show the students. So now we know how. Plus, it is the correct pronunciation, direct from native speakers.”

(SIT1 – 139-147)

#### **4.2.18 Suzanna's Professional Practice**

This category addresses the second research question of the study, 2) How does the Native Speaker Programme contribute to the novice teachers' professional practice as ESL primary school teachers? Five major themes emerged in this category: a) classroom management, b) motivating the students, c) teaching methodology, d) teaching materials and, e) reflective practice.

#### **4.2.18.1 Classroom Management**

*Clear instruction.* The Native Speaker Programme had influenced Suzanna's professional practice as it provided her guidance in improving her classroom management practice through the use of clear instruction. This is because, from the demonstration of classroom management skills and techniques shown by her mentors during peer teaching, Suzanna realized that clear instruction played an important role in keeping her class in control. Just like most of other novice teachers, Suzanna faced classroom management challenges during her first year of teaching. For Suzanna, classroom management was more challenging for her, when she was assigned a larger class with 36 students as compared to other classes in the schools with just 20 to 25 students. In addition, her class consisted of 25 very active boys and 11 girls. Hence, Suzanna considered the first year of teaching as quite demanding since she "haven't established my teaching style, my classroom rules, still trial and error." (SIT4 – 44-45) However, as she participated in the Native Speaker Programme, she was able to recognize the importance of giving clear instruction during teaching and learning activities as demonstrated by her mentors.

According to Suzanna, her first mentor, Stella, had a very formal and systematic ways for classroom management. Stella would explain to students the rules that she wanted the students to adhere to. In addition, she made word cards with phrases such as 'listen to me', 'point' and 'please be seated' and used them to control the class during team-teaching. Whenever she encountered misbehaviour, she used a lenient approach by simply reminding the students about the rules that she was initially established without raising her voice. Moreover, Stella gave the students clear instructions on activities by explaining them using simple words and actions as well as by demonstrating the activities to the students. From Suzanna's observation of Stella's classroom management technique during peer teaching, she realized the importance for

students to be given clear instruction to avoid chaos while carrying out the teaching and learning activities. Suzanna said,

“... we have to set some rules with the kids. We should let them know, this is the time for me to teach, this is the time we want to be serious, this is the time you need to learn, and this is the time to play. So when we tell them, give them instruction, they know what to do – oh, this is the time I need to be silent.”

(SIT3 – 233-238)

The use of clear classroom instruction in ensuring good classroom management were seen by the researcher during all the three observations of Suzanna classroom lessons. In all of her lessons, Suzanna was observed to explain the instruction of activities, one by one, using simple English. In addition, she repeated the instructions by translating it to Malay. Moreover, Suzanna would demonstrate the activities whenever necessary so that the students had clear understanding on the tasks that they need to do. As a result, her classroom appeared to be in control as the students perform their task as instructed by Suzanna. From quiet individual activity like writing in workbook, to lively whole-class activity like poison box game, to outdoor activity like visit to school recycling center, Suzanna managed to keep her class in control by providing them clear instructions. Therefore, the Native Speaker Programme had influenced Suzanna's professional practice as it provided her guidance in improving her classroom management practice through the use of clear instruction. The following fieldnotes on the third observation of Suzanna's lesson illustrated the use of clear instruction for classroom management.

“She asked the students to clear their table. She shows a box contains magic pens. She took time to explain the instruction one by one – “If you get the box, you need to help me to show the action”. Then, she demonstrated the action again - drink, eat, kick, brush, throw. She continued saying, “I will play music while you pass the box. Then, the student who holds the box when the music stops needs to come in front of the class and performs action of selected action word. Other students need to guess the action.”

(SCF3 – 49-55)

*Cooperative learning.* The Native Speaker Programme had influenced Suzanna's professional practice as it provided her guidance in improving her classroom management practice through the use of cooperative learning activities. At the beginning of her experience as an ESL teacher, Suzanna often found it difficult to find activities that accommodate her learners' different proficiencies for mixed-ability class. Usually, the more capable students would complete the task assigned faster than the others. Since the more capable students were left with nothing else to do, they ended up creating noise and disturbing the other students who have not completed their tasks. Therefore, in order for Suzanna to reduce this classroom management problem, her mentor, John, suggested for her to employ cooperative learning activity into her lessons.

In cooperative learning activity, Suzanna used pair work or group work activities for her lesson. She would group the students into pairs or groups that consisted of students from different language abilities. Hence, the students worked together to complete the activities assigned. For example, in the first observation of Suzanna's lesson conducted by the researcher, Suzanna was observed to distribute a large worksheet with pronunciation tasks to each group of students. Then, the students were instructed to work together to complete the task. (SCF1 – 79-81) Therefore, the classroom management problem was reduced as the more capable students were entrusted with more complex task to assist their peers in completing the activities, keeping them occupied with the activity and leaving them with no time to disturb their friends. Furthermore, Suzanna discovered that cooperative learning activities reinforce her students' learning, as some of the students were more comfortable to learn from their peer than from the teacher. Therefore, through the guidance given by her mentor, Suzanna was able to improve her classroom management by employing cooperative learning activities into her lesson. Hence, this contributed to Suzanna professional practice as an ESL teacher. Suzanna Explained;

“I like to have the 3 activities. Individual, pair work and in groups because, it reinforces learning. Then I can assess students’ ability. For individual activity, the students do the activity on their own. But for group work, it needs cooperation among their friends. John taught us once, for mixed ability class, ask the students who have completed their task earlier to teach their friends. Yes, he demonstrated that during peer teaching. Call one student who has finished the task and ask him to help his friends to complete the task. The students love this activity. Maybe they have good relationship with each other, so they are willing to help their friends.”

(SIT3 – 242 -252)

#### **4.2.18.2      Motivating the Students**

*Extrinsic motivation.* Suzanna’s participation in the Native Speaker Programme influenced her professional practice as an ESL teacher particularly in the way she motivates students. This because, through the example set by her mentors, who employed extrinsic motivational strategies to motivate students during peer teaching as well as participating teachers during TPD workshop, Suzanna decided to opt for similar strategy. During the first observation of TPD workshop conducted by the researcher, John was observed to award the first teacher to arrive to the TPD workshop with illustrated children storybook and colourful stickers. Since students love colourful cartoon characters stickers, the teacher could use those stickers to reward the students for during his lesson. Whereas, in the second observation of TPD workshop, John was observed to reward the first teacher to arrive to the TPD workshop with a book on children’s songs.

Suzanna found John’s strategies in motivating the participating teacher to attend to the TPD workshop to be effective. Hence, she decided to employ extrinsic motivational strategy as shown by her mentor. In addition, she was informed by his mentor in a session on motivation during TPD workshop that, extrinsic motivational strategies are simpler to be carried out for young learners as compared to intrinsic motivational strategies. However, intrinsic motivational strategies are more valuable for long-term knowledge retention. Suzanna said;

“There was a special slot on motivation during the TPD. We discussed about extrinsic, intrinsic. What are the strategies – do we need charts. Extrinsic is easy but intrinsic is good for long term.”

(SIT3 – 154-157)

The applications of extrinsic motivational strategies were recorded during in researcher’s observation on Suzanna’s classroom lessons. In all of the three observations on Suzanna’s classroom lessons, she was observed to give her students boxes of milk to reward their good behaviour and achievement. As a rural school with students with low socioeconomic status, Suzanna’s students were subsidized with a box of UHT milk per day under the School Milk Programme (SMP). The SMP was an initiative by the Malaysia Ministry of Education in ensuring students to receive well-balanced diet in school for better physical growth, mental health and general well being.

Since Suzanna was given the responsibility to distribute the milk to the students, she took the advantage to use the milk as positive reinforcement for her students. Therefore, Suzanna would first give the milk to the students during her lesson when they have performed their task successfully or when they have shown good behaviour. As for the rest of the students, they would receive their milk at the end of the lesson. As a result, her students were observed to participate actively during the lesson and maintain their good behaviour in class, as they wanted to be among the first to receive their milk. Hence, Suzanna’s strategy in rewarding her students with boxes of milk was successful in motivating her students into her lesson, as her students appeared to be engaged throughout the lessons. The following excerpt from researcher’s fieldnotes of first observation on Suzanna classroom lesson illustrates how she integrated the extrinsic motivational strategy to motivate her students;

“She introduces the sentences, ‘Mr. Razlan bakes pies. He bakes apple pies, peach cream pies and chicken pies’. She reads aloud the sentences and the students follow after her. Next, she tells the students, if they behave and try to read the sentence on the board, she will reward them with points. The student with the highest points will be given the UHT milk.”

Apart from presenting her students with gift to motivate them into her lesson, Suzanna used positive verbal feedback to reward her students' good behaviour and achievement as one of the extrinsic motivational strategies. She asserted that, the idea of acknowledging students' accomplishment using positive verbal feedback came from her own experience getting words of appreciation and encouragement from her mentor, John. Suzanna discovered that, she felt more motivated to learn and improve her teaching throughout her participation in the Native Speaker Programme as John persistently gave her positive comments on her works. Suzanna's own experience inspired her to follow the mentor's footsteps to use positive verbal feedback to motivate her students. This could be seen during researcher's observations on her classroom lessons, as she was observed to compliment her students with words of appreciation like 'good job', 'thank you', 'awesome' and 'great' whenever her students accomplish certain task or demonstrate good behaviours (SCF1 – 41-45). Therefore, the Native Speaker Programme influenced Suzanna's professional practice as an ESL teacher as Suzanna employed the extrinsic motivational strategies to motivate her students as inspired by her mentor, John. Suzanna explained;

"First, the mentor motivates us by giving us presents. Second, they are very generous with words of appreciation. For us Malaysian, I think it is very difficult for us to praise people for their good work, but not for them. I am not sure if it is their culture or what, but they will appreciate even the simple things... they will say 'good job', 'thank you'. Although it is clear that teaching is our job, but they would say, "Thank you for teaching English for Malaysian students. I hope you are going to be a good teacher." Personally, I don't think it is necessary. But somehow, it motivates me."

(SIT3 – 142-154)

#### **4.2.18.3 Teaching Methodology**

*English as the main medium of classroom instruction.* Suzanna believed that her participation in the Native Speaker Programme assisted her in improving her teaching methodology. One aspect pertaining to Suzanna's teaching methodology that she has



found to be improved with the guidance from her mentors, John and Sarah, was regarding the medium of classroom instruction. When she was posted to her current rural school, Suzanna taught that she must use her students' first language, Malay, as the main medium of classroom instruction in teaching English. The Suzanna assumed that, due to students' lack of proficiency in English, using English as the main medium of classroom instruction would be pointless, as she believed the students would not be able to understand the language. However, her believe was changed as she participated in the programme, when she see her mentors were able to carry out teaching and learning successfully despite using full English to communicate with her students. She explained,

“At first, I thought it was going to be impossible for the mentors to teach the kids because the students don't understand English. I was so sure, if they spoke to the students in English, the students won't understand their instruction. At least, since I am bilingual, I would have more advantage. But, they just did it – speaking to the students in English. Amazingly the students understood them. It was like there was no barrier. They understood the teaching points. Stella even conducted a complicated lesson on phonics, teaching the students to do actions based on certain phonics. I was like ‘Wow! So amazing!’ Although I didn't translate Stella's instruction to the students, the students could understand it. That means, the students can understand if the teacher use English. So for teacher, actually it should not be a problem if we want to use full English in class. As long as it is simple, you have the teaching points that suit your students' language proficiency, it would be okay.”

(SIT2 – 70-84)

John and Stella's success in delivering lesson during peer teaching using English as the sole medium of instruction made Suzanna realized that it would be possible for her to do the same for her English lessons. Hence, Suzanna decided to maximize the use of English when communicating with her students. During the observation on Suzanna's classroom teaching conducted by the researcher, Suzanna was observed to use English as the main medium for classroom instruction. On the other hand, Malay was occasionally used after she has delivered the English instruction as a repetition to ensure the students have clear understanding about input that she has given.

Hence, participation in the Native Speaker Programme influenced Suzanna professional practice as an ESL teacher, as she was inspired by her mentor to adjust her teaching methodology using English as the main medium of classroom instruction. The following excerpt is researcher's fieldnotes on her third observation on Suzanna's lesson. It elucidates how Suzanna used English as the main medium of classroom instruction in her English lesson for Year 2 students.

“She explains the rules of bingo in English. The students need to draw bingo box, 3 by 3, so there are 9 boxes with all the action words that were initially introduced. They need to fill each box with one action word. The teacher will say action word one by one, and the student need to cross the action word in their bingo box. When some of the students look confused, she repeats the instruction in Malay while demonstrating the activity to the students. When her students nod, she continues – the students who manage to complete the bingo game first need to say bingo and he will win the game.”

(SCF3 – 71-78)

*Communicative language teaching (CLT).* Another aspect with regard to teaching methodology that Suzanna discovered to be influenced by her mentor was the use of communicative language teaching approach (CLT) in her lesson. According to Suzanna, her mentor, John, always reminded her to create the opportunity for students to use English for communicative purposes during her teaching and learning activities. Suzanna asserted that, John encouraged Suzanna to integrate more pair work and group work activities in her English lesson. This is because, those activities provided the students the avenue to work together on negotiating meaning as well as promoted cooperative relationship among students. In addition, John advised Suzanna to include more speaking activities in order to give the students the opportunity to practise their speaking skills. Suzanna explained;

“John likes to see students doing pair work or group work instead of individual work. He encourages us to prepare lessons that make students use the language – such as speaking activity. He would advise, “Yes, the lesson is good but please think about how the students are going to use the language. Of course you can mark their work in the worksheet, but that is just for test. What about using the language for communicating? So please find more pair work activities so that

the students use the language.” So, I have to include more speaking activities so they can speak with their friends.”

(SIT3 – 80-90)

In the beginning of her teaching experience as an ESL teacher, Suzanna preferred to adopt a teacher-centred approach. This was because, Suzanna felt teacher-centred approach gave her more authority in controlling her classroom as the approach gave student limited room to communicate among themselves hence, created less noise during her lesson. However, when John advised Suzanna to integrate communicative language teaching approach into her lessons, she started to realize the value of the CLT approach in supporting her students’ language learning. Hence, she gradually adjusted her practise by including more CLT activities.

One of the key roles of the teachers in the CLT approach is to establish situations that promote communication (Larsen-Freeman, 2000). This could be seen during researcher’ observation on Suzanna’s classroom teaching as she was observe to allow the student to ask any questions and make comments related to her lesson at any time. Suzanna rephrased students’ question in English whenever the students ask in Malay. In addition, she entertained all questions and comments and never regarded the questions as nuisance. When asked to justify her decision to allow students to speak at any time during her lesson, Suzanna stressed that students should be given the opportunity to express their ideas and opinion. This is because, it encouraged them to practice English for communicative purposes. After all, the ultimate goal of learning English is to enable learners to communicate using the language. In addition, Suzanna stated that, although she was initially felt exhausted to entertain her students’ comments and questions, she realized that those comment and question signalled that her students were thinking about her lesson and learning has taken place. Hence, she felt motivated to continue providing them the opportunity to speak during her lesson through adjusting her practice by including more CLT activities. She explained,

“At first I thought, so difficult to control the class. I just wanted to do teacher-centred activities because it is easier to control class. But slowly I began to realize, I cannot just use teacher-centred activities. So I began to include more student-centred activities. So if they want to talk in class about the lesson, just let them talk. Although at first I was like, argh! So exhausted to entertain all the questions. But then I think, when they ask, that is the moment they really think about what I am teaching. So when they ask, meaning that they are learning something. There’s a thinking process. Knowledge gaining. So, I just entertain all of their question.”

(SIT3 – 165-171)

#### **4.2.18.4 Teaching Materials**

*Concrete experience.* Suzanna’s participation in the Native Speaker Programme influenced her professional practice as an ESL teacher, pertaining to the way she selected, adapted and developed teaching materials for her English lesson. This is because, her mentor, John, stressed on the importance of using teaching materials that could provide concrete learning experience for the students. In addition, he insisted Suzanna to select teaching materials that enabled her students to involve actively in the learning process. This was to ensure that Suzanna’s low proficiency students were able to reinforce their learning by relating the concrete learning experience to knowledge presented in English lesson. Kolb’s (1984) Experiential Learning Theory emphasized the central role that concrete experience plays in the learning process. Kolb’s model argued that, for a learner to learn effectively, he should experience the input instead of simply relying on watching or reading the input.

Hence, in imparting the idea of using teaching materials that promote concrete learning experience to Suzanna and other participating teachers, John demonstrated an example of activity that he carried out with his children. In the activity, John took his toddlers to a supermarket to teach them about fruit. He brought his toddlers to the fruits section and introduced various fruits to them. In addition, he asked his toddlers to tell him the fruits that they like and dislike. John documented this activity by recording a video and he showed the video to Suzanna and other participating teachers during a

TPD workshop as an example of an activity that used real fruits, as teaching materials that provide concrete learning experience for students. Hence, Suzanna was determined to integrate the use of teaching aids such realia, that promotes concrete learning experience for her students. Suzanna explained,

“John once showed us. He took his kids to Giant to teach them about fruits. So he recorded a video his kids holding the fruits, their favourite fruits. Their likes and dislike... So he said, let the students experience the activity. Let they themselves do the activities. So, as a teacher I need to provide concrete experience for the kids. I have to make extra effort, let them experience the activity. For example, for teaching the topic fruit, if I cannot take the students to Giant, that’s okay. I can bring realia to class, real fruits.”

(SIT2 – 149-158)

Suzanna’s attempt in incorporating teaching materials that allow concrete learning experience for her students was portrayed during the second observation on Suzanna’s classroom lesson conducted by the researcher. In the lesson, Suzanna was observed to take all of his Year 2 students to the school recycle hut to carry out a lesson on the topic recycle. At the recycle hut, she showed the students different colours of recycling bins for different types recycling materials. While pointing at the bins, she told her students that blue bin is for papers, brown bin is for glass, and orange bin is for aluminium tins, steel tins and plastic. Then, she introduced her students with examples of recycling items such as “straw, plastic bottle, paper plate, glass bottle, jam jar, newspaper, plastic cup, paper cup, cereal box, mug, paper bag, food can, and beverage can” using realia (SCF2 – 14-15). After that, she helped the students to categorize the realias according to their materials and the recycling bins that they belong to, before returning to class to continue the lesson with speaking and writing activities on the topic recycling. This lesson indicated Suzanna’s effort in using teaching materials that promote concrete learning experience for her students, as suggested by her mentor. Therefore, the Native Speaker Programme influenced Suzanna professional practice as she adjusted the way she select teaching materials for her students.

*Personalization.* In addition, Suzanna's participation in the Native Speaker Programme influenced her professional practice as she emphasized personalization as the main criterion in selecting teaching materials. According to Suzanna, her decision to personalize her teaching materials according to her students' background, abilities and preferences was inspired by her mentor, John. Suzanna stated that, John encouraged her and other participating teachers to personalize their teaching materials by selecting materials that are familiar to the students. This is important as teaching materials that are familiar to the students enable teachers to capture the students interest into the lesson as well as to motivate to learn. This is because, the use of these teaching materials allow the students to identify themselves with the presented input thus, making them more interested to participate in the learning process. Apart from choosing teaching materials that are familiar to students, as a way to personalize the material according to the students' background, John highlighted the importance of taking into consideration students' abilities and preferences, when personalizing the teaching materials. The following interview excerpt illustrated Suzanna's view and experience on using personalized teaching materials;

“Interviewer: What are the criteria that your mentor teaches you to look at whenever you select your teaching materials?

Suzanna: Personalisation. Make sure the lesson is something that they are used to. Don't teach using examples that are not familiar to them. Choose something that is familiar to the. Although, it might be simple for the teacher, it could be totally alien to students. John tell us not to use anything that is too foreign.

Interviewer: Why personalisation?

Suzanna: To attract them, to make them understand more. When you give them something unfamiliar, they will not be interested in the lesson. But, if we use something that they know, they can relate to, they will be more interested. For example, just now I used their names in sentences for exercise. So if I want to develop a worksheet, I will adapt from the sources and change the characters' name to my students' names. They will be so excited.

Interviewer: Yes, I can see.

Suzanna: Plus, English is alien to them. So when suddenly they recognise something familiar to them, it will somehow motivate them to learn.”

(SIT3 – 115-117)

Suzanna's effort in personalizing the teaching materials that she used in her lesson was indicated during the researcher's observation on her lessons. In the first observation for example, Suzanna was seen to use the word 'beach' as one of the examples of words with /i:/ sound. She showed the students a picture of beach and asked them to tell what they can see in the picture. Since the school was located in a fishermen village nearby a beach, the students were excited to answer their teacher's question (SCF1 – 29). In addition, she used some of the students' name in sentences for reading activity, where students need to read aloud those sentences and identify the words with sound /i:/ and /ʌ/. The class turned lively with the students giggling and smiling as they read aloud their names during the activity. This lesson signalled Suzanna's effort in using personalized teaching materials for her students, as suggested by her mentor. Therefore, the Native Speaker Programme influenced Suzanna professional practice as she adjusted the way she select teaching materials for her students. The following excerpt from researcher's fieldnotes on the first observation of Suzanna's classroom lesson shows some of the sentences with students' names that Suzanna used to teach phonics;

- “ 1. Faris' father bakes pies.
2. Madihah's father has a red tie.
3. Nazrul and Firdaus go to the beach.
4. Shafiee likes to eat baked beans.
5. Alia puts many peaches in the pie.
6. Azarul likes to read books about the sea.”

(SCF1 -53-58)

#### **4.2.18.5 Reflective Practice**

*Valuable feedback.* The Native Speaker Programme influenced Suzanna's professional practice as an ESL teacher by helping her to engage in reflective practice. This is because, the programme enabled her to identify her capacity as an ESL teacher through valuable feedbacks on her teaching performance which were given by her mentors. Suzanna asserted that, her mentors carried out observations on ten of her

classroom lessons. At the end of each observed lesson, Suzanna and her mentor would have a thorough discussion on her teaching performance for that particular lesson. During the discussion, her mentors assisted her to reflect on her strengths and weaknesses in carrying out the lesson. In addition, her mentors informed her about their opinions on her lesson as well as gave her suggestions on improving her teaching and learning activities. According to Suzanna, she felt motivated by constructive feedback given by her mentors, as they never demoralized her by giving hurtful comments on her lesson. Furthermore, she felt that her mentors respected her authority as a teacher, as they gave her freedom in decision making pertaining to her lesson. This contradicted her pre-service training experience being observed by her lecturers during her practicum, as she often found their comments to dishearten her because they only highlighted on her flaws and restricted her to teach only in certain ways. She explained,

“After the observation, there will be one-hour reflection. So, during the reflection, they will highlight on my teaching strengths. One thing that I notice about the programme, the mentors will not focus my weaknesses only. Instead, they will comment on our teaching. If they think we are okay, then, it is okay. They will not exaggerate like – you cannot do this, you cannot do that – like our university lecturers. The mentors will just suggest on how to improve.”

(SIT1 – 363-373)

Suzanna considered the constructive feedbacks given by her mentors as valuable because they encouraged her to continue reflecting on her capacity as an ESL teacher. Additionally, feedbacks given by her mentor assisted in identifying her potential and limitation as a teacher that she was not aware of. Hence, this allowed her to exploit her strengths in maximizing her teaching performance and to improve her limitation in order to enhance her performance as an ESL teacher. Moreover, Suzanna was determined to minimise her weak points by trying not to repeat similar mistakes that were alerted by her mentors during the observed lesson. Suzanna believed that through this way, she could improve her practice as an ESL teacher. When asked the question how has the mentor help her to reflect on her ability, Suzanna answered;



“He gave me a space to discover my own strengths. From discussion, he would tell - if you cannot draw like me, you can use ICT, computer. So from there I reflect on my own strengths.... And, After Sarah or Jake telling us about our strengths or weaknesses, of course we want to avoid the same mistake. Because I want to improve my teaching. So, the reflection reminds me about not to do the same mistake. So through the reflection and the discussion, I would say, that’s how the mentor help me to reflect on my ability. Because, sometimes we are not aware of our own strengths and weaknesses.”

(SIT2 – 207-221)

Apart from providing Suzanna with constructive feedback, Suzanna’s mentors motivate her to evaluate the effectiveness of her lesson on her own. Her mentors provided her with evaluation forms that listed the criteria that she needed to meet in order to ensure the effectiveness of her lesson. Suzanna considered the evaluation form given by her mentors as a guideline for her to reflect on the successfulness of her lesson in meeting the learning objective. From the reflection that she had done through the evaluation form, Suzanna would contemplate whether she should modify that particular lesson, or retain as it is and reuse it in the future, or totally omit the lesson due to its ineffectiveness. Therefore, the assistance provided by her mentor influenced Suzanna’s practice as an ESL teacher, as she engaged in reflective practice, which is potentially powerful in enriching her teaching capacity. In the following excerpt, Suzanna discussed how the evaluation form given by her mentors guided her in reflecting on her lesson;

“The mentors encouraged us to evaluate and reflect on ourselves. They gave us a form, which has all the effective teaching criteria. From there, they asked us to think about our own lesson. So the form help us to evaluate our lessons... criteria like students’ interest, classroom control and for example during while-teaching stage, whether it attracts students’ attention, can they follow our lesson. So from there is a guideline for us to use to evaluate... So, from the evaluation form, we know – oh, these are the good criteria that we need to have for a lesson.”

(SIT3 – 270-283)

#### **4.2.19 Suzanna’s Professional Identity**

This category addresses the third research question of the study, 3) In what way does the novice teachers’ professional identity formation change after the Native

Speaker Programme? Five major themes emerged in this category: a) accountability, b) compassion, c) self confidence, d) nonnativeness and, e) contentment.

#### **4.2.19.1 Accountability**

*Conscientious.* Suzanna's participation in the Native Speaker Programme enabled her to experience changes in her professional identity formation as an ESL teacher. One of the changes that Suzanna experienced in constructing her professional identity as an ESL teacher was regarding her accountability towards her duty as a teacher. Suzanna believed it was through this programme, she managed to develop her sense of accountability towards her job. This is because, the programme inspired her to become more conscientious about her teaching profession through the guidance that she received from her mentors as well as through interaction with other participating teachers in the programme.

Suzanna entered her first year of teaching with a certainty that she was going to be able to carry out her responsibilities as an ESL teacher effectively. However, she found herself questioning about her own capacity when she experiences a few struggles as she was posted to a rural primary school. According to Suzanna, the most challenging struggles that she experienced when she was first posted in her school were regarding classroom management and the new KSSR curriculum. While classroom management problem is common and expected among novice teachers, Suzanna also faced difficulty with the content of the subject that she needed to teach. This is because, she was not familiar with the new KSSR curriculum since her pre-service training used the previous KBSM curriculum as reference to prepare her to be an ESL teacher. When asked about the most struggling aspects that she faced during her early teaching experience, Suzanna answered;

“Classroom management, because I was teaching Year 1, last class, with new KSSR curriculum. So I have double struggle. Struggle with my first school experience. Before I was posted, I was quite confident that I could handle my duty. But, once I was posted, I realized I have to adapt with a lot of things. We have gone through the entire unit in the KBSM textbook with our lecturers in the university. But now, it is time for KSSR. So that is the struggle that I have to deal with – the new KSSR curriculum and classroom management.”

(SIT4 – 31-36)

Suzanna believed that the struggles that she experienced at the beginning of her teaching career adversely affected her teaching performance. With the combination of the implementation of the new curriculum, classroom management problems, extremely low proficiency learners, and the extra hours that she needed to spend as a participant in the Native Speaker Programme, Suzanna felt that she needed to adapt with so many things. Consequently, due to the difficulties that she needed to face, Suzanna felt that it was challenging for her to give her best and maximize her potential. Thus, this disappointed her and decreased her motivation to carry out her responsibility as an ESL teacher effectively. When asked to describe any disappointing experience during her first year of teaching, Suzanna explained;

“First of course, teaching objective because, for Year 1, there were too much in the new syllabus – 30 units. My students have low English proficiency, so I couldn’t rush through the syllabus, trying to finish everything. So, there were few units that I didn’t manage to teach. Plus, because it is a new curriculum, I couldn’t give my best effort. I couldn’t give the best, the potential I have, my performance. Because it was my first year of teaching, still struggling looking for my teaching style to cater students at this school. And, I have to participate in the Native Speaker Programme. So everything was jumbled up in my head. Even though the programme is good, but I am still new. I don’t even have time to handle my class, and I have to spend extra time for the programme. So, what disappoint me was the fact that I could not give my best.”

(SIT4 – 60-70)

Although Suzanna felt demotivated to carry out her responsibility as a teacher, at the back of her mind, she was always aware that she needed to put more effort in confronting the struggles that she faced so that she can be a more effective ESL teacher.

Nevertheless, she continued having doubts about her ability to deliver effective lesson for her low proficiency students. In addition, after a few series of failure in achieving learning objective of her lessons, Suzanna became demoralized by her own daunting teaching experience. However, things began to change when she participated in the Native Speaker programme. This is because, through the suggestions of activities that and guidance from her mentors, Suzanna felt motivated to carry out her duty as an ESL teacher in rural primary school. She started to experiment the effectiveness of the suggested activities by trying them out to her students. She felt so relieved when she discovered most of the suggested activities were applicable and suitable for her students and was determined to continue conducting lessons that were effective for her students. Hence, Suzanna felt that, through the guidance that she received from her mentors, the programme inspired her to become more conscientious about her teaching profession. She explained,

“I told myself, I couldn’t do it. How to cater my students’ low-level proficiency? To tell you the truth, when I arrived to this school and the other teachers found out that I am a TESL teacher, they told me – I need to be very patient to teach English because the students don’t know a word. Even my headmistress told me to brace myself because the students don’t even know that ‘susu’ is milk. So I was informed that they have very low English proficiency, so I know, I have to work really hard... Other teacher even told me, these students have short-term memory. Today you teach them something and tomorrow they don’t remember a thing! At first I don’t understand what they mean. But once I started to teach them, yes, they were right. I have worked so hard teaching them but they won’t remember a thing. That’s one of the challenges that I have to face. I asked myself, how to make them remember key points? When I taught them, I always doubt if it was going to be effective. I didn’t wanna teach for the sake of finishing the syllabus. I wanted to teach in such a way that the students would still remember lesson on unit 1 although we have reached unit 10. So, during the first year, I kept questioning myself, can I do it? Is it going to be effective. But once I participated in the programme, and the mentor suggested activities, I immediately carried it out with my students. Trial and error. When I see some of the activities work for them, I feel so relieved!”

(SIT5 – 144-162)

Apart from the guidance from her mentors, Suzanna believed that the Native Speaker Programme inspired her to become more conscientious about her accountability as an ESL teacher, through valuable interaction between her and other

participating teachers in the programme. According to Suzanna, the Native Speaker Programme provided her with an avenue to engage in fruitful discussion with other participating teacher with more teaching experience. Through the discussion, Suzanna was able to gain valuable knowledge related to teaching from more experienced teacher. Since other participating teachers were also teaching in the same rural district, they were able to share with her, the teaching activities and techniques that they found suitable for low proficiency learner. Moreover, they helped each other to prepare suitable teaching activities in implementing the new KSSR curriculum. Indirectly, the interaction helped Suzanna to gain more understanding about her low proficiency learners thus, enabling her to adjust her practice by employing more effective teaching strategies in her lessons. She believed that, without the Native Speaker Programme, it would be impossible for her to have the opportunity to engage in such fruitful interaction with other participating teacher. When asked the question “what or who sustain you throughout the first year?”, Suzanna answered,

“During the first year of teaching, I consulted the senior English teacher who took part in the programme. I am glad that the implementation of KSSR and the programme start at the same time, because I can see that there’s a good cooperation between English teachers. So this programme gives us a chance to interact with each other... I think the senior teachers are also worried about new KSSR curriculum. So we will discuss with each other, they don’t have the chance to ignore a new teacher like me. I think, without KSSR or the Native Speaker Programme, we won’t interact much. I would be so shy even to ask them questions. So through this programme, I can ask the senior teachers about teaching. And they also can ask me, things about computers, since I am young and just graduated. Because KSSR requires us to use a lot of technology to give students the exposure. So it is like knowledge sharing. Besides the senior teachers, of course, my mentors sustain me throughout the first year. I have someone to refer to if I have doubts. So, those were the people who sustain me throughout my first year – senior teachers and my mentors.”

(SIT4 – 79-91)

At present, Suzanna was more conscientious about her accountability as an ESL teacher in rural primary school. This can be seen through her explanation on how she decided to use the teaching and learning activities suggested by her mentor in her lesson. This is because, Suzanna asserted that she was more careful in selecting teaching

and learning activities for her students even with activities that were suggested by her mentors. She would make sure of the suitability of the activity by examining the whether the activity is familiar for her students, before employing it in the classroom. In addition, whenever her mentor presented her with teaching and learning activities, she would decide if she need to make necessary modification to cater her students' need and preference, or she could just use it as it is, or she could just dismiss the activity because she has a better activity that could accommodate her students for similar learning objective. Suzanna's conscientiousness on her duty as an ESL teacher was also spotted when she shared her realization that her participation in the Native Speaker Programme was not only for her own benefit but also for her students. This realization motivated her to prioritize on her students' need whenever she was making any decision pertaining to teaching. When asked the question, 'how do you know that certain activities are suitable for your students?', Suzanna answered;

"Basically, it is brainwork. As the mentor explains the activity, I question myself, is this suitable for the kids? Will the kids find the contents familiar? Like those lessons with YouTube or bigbook, I have to see if I have something better, or just follow or improvise the lesson for my kids. Actually I can sense whether the activities suggested by mentor are suitable for my kids. Because, when I come to the workshop, I bring together my kids in my thoughts. Meaning that the workshop is not just for me, but also for my students, especially my school. So I have to look at the materials given by my mentors. If he used directly from the publisher, the sentences are long, then it is not suitable. I have to modify... So that's how I evaluate the resources that my mentors provide. Meanwhile for songs, my mentor will give the list of common nursery rhymes. So we have to see, which one is okay. Because I have tried simple songs like 'Twinkle Twinkle Little Star' and 'Baa Baa Black Sheep' and 'Old MacDonald', but it is still quite difficult for the students. And sometimes, if even the song is simple, but the tempo is too fast, they students can't catch up. So I have to decide, maybe we should go with songs with slower verse or maybe I should sing for the kids."

(SIT5 – 34-50)

Furthermore, Suzanna's conscientiousness on her duty as an ESL teacher was spotted through her determination in ensuring her students' good achievement. As an English teacher who was teaching lower primary students (Year 1 to Year 3), she heard a lot of negative comments from the upper primary (Year 4 to Year 6) English teachers.

The upper primary English teachers questioned the accountability of lower primary English teachers in teaching the lower primary students about basic English skills. This is because, they found that most of the lower primary students entered the upper primary years with very limited English skills. This caused them trouble to proceed with higher-level language content, as the students did not master even the basic skills. Realizing the damage caused by teachers' recklessness in teaching basic English skills to lower primary students, Suzanna determined to carry out her duty diligently. She wanted her students to have good mastery of basic English skills so that they could proceed with learning higher-level language skills when they entered upper primary years without difficulties. She explained,

"I realize that English teachers who teach upper primary complaint a lot about the students. They can't do many things even the basic ones. So, that reflects that the lower primary teachers didn't teach them properly. Although maybe it is not hundred percent caused by the teacher since some students simply have short-term memory. But what I am trying to say is, I don't want my students to be like their seniors, I want them to be good at English. So, I have to do teach them properly so that when they enter upper primary, they have the necessary skills and don't cause trouble to the upper primary teachers."

Therefore, Suzanna's participation in the Native Speaker Programme enabled her to develop her sense of accountability towards her job as part of her professional identity as an ESL teacher. This is because, the programme inspired her to become more conscientious about her teaching profession, through the guidance that she received from her mentors as well as through interaction with other participating teachers in the programme. Consequently, Suzanna became more conscientious about her teaching profession. This is because, at present, as she always prioritize on her students' need whenever she is making any decision pertaining to teaching and she is determined in ensuring her students' good achievement.

#### 4.2.19.2 Compassion

*Tolerant.* Suzanna believed that the Native Speaker Programme enabled her to experience changes in her identity as an ESL teacher, as she became more compassionate towards her students. This is because, through the advice given by her mentor, Suzanna became more tolerant towards her students with extremely low level of language proficiency. Suzanna stated that, in her first year of teaching, she had the tendency to disregard the less capable students in her lesson. This was because, she did not take into account her students' differences in language proficiency when conducting teaching and learning activities. Consequently, her lesson only accommodated the more capable students and neglected the less capable ones, leaving the latter in confusion throughout the whole lesson. However, as she participated in the Native Speaker Programme, her mentors noticed her ignorance towards the students with extremely low level of language proficiency. After her mentors informed her about her unhealthy practice, Suzanna became aware that she needed to be more tolerant toward those less capable students by paying more attention to their needs. She explained,

“They always keep on reminding us not to neglect the weak students. When I am teaching the weaker class, he noticed that I have the tendency to leave the weaker students behind. Because sometimes it was difficult to include them in all the activities. So the mentors reminded me, make sure I monitor the weak ones. The backbenchers. Make sure they get what I teach, to be more compassionate with those lower proficiency students. Don't ignore them because that is unfair.”

(SIT2 – 230-239)

In addition, Suzanna was also inspired to be more tolerant toward the less capable students through the good example shown by her mentor, John. Suzanna asserted that John “likes to approach the weaker students and very positive towards them. Even if the students couldn't do it, he remained patient.” Therefore, this inspired Suzanna to be more tolerant towards the weaker students as she began to take into



account her students' difference in language abilities when she conducted teaching and learning activities. In addition, as observed by the researcher, Suzanna paid a great attention to the weaker students by giving them one-to-one assistance when she was monitoring their individual activities. Therefore, Suzanna's participation in the Native Speaker Programme enabled her to experience change in her identity as an ESL teacher as she become more tolerant towards the weaker students. She said,

"They told me don't neglect weak students. Because sometimes when I was teaching, all I care about was my teaching and totally forgot about the students. So they told me, don't forget, there are backbenchers, there are weak students. At least, let them involve in the activity. So I have to design activities that let the good students help the weak ones. Or at lease I need to monitor them during lesson, go to them, and look at their work individually. So that, I don't just teach and totally forget the students. John said what's the use of good teaching if not all students get it. So, I have to design my lesson to cater two groups of students, the good students and the weak ones. Like John said, don't just teach in front of the class, I need to move around the class. So, that advice really helps."  
(SIT4 – 143-151)

*Good rapport.* The Native Speaker Programme motivated Suzanna to have more compassion towards her students as she established a good rapport with her students as a result from participating in the programme. As a novice teacher, Suzanna entered the school with the belief that she needed to create a distance between herself and her students in order to gain respect from her students. However, from her observation on the good rapport that her mentors have established with her students, she realised that she actually had misidentified fear as respect. Suzanna discovered that her mentors' friendly approach triggered her students' interests to participate actively in the lessons. She explained,

"...kids love when he brings his guitar in my class, sing songs. Kids love singing with him and that's also part of ESL activities. Because instead of just rely on radio or ICT, he plays guitar. Something rare and different. So, the kids love him so much. They are not afraid of him. When they see John coming to school, they look really excited. And that is unusual because kids are usually scared of outsiders like PPD officers. And they are afraid because they cannot converse in English. But for Jake and Stella, their inability to converse in English did not stop them from approaching Jake and Stella."  
(SIT1 – 271-279)

The good rapport that her mentors established with her students motivated Suzanna to improve her relationship with her students. Realizing the powerful impact that good relationship has on her students' learning, Suzanna tried to improve her relationship with her students by transforming her character into more approachable teacher. In addition, she decided to build more understanding about his students' need and preferences so that she can win her students' hearts through interesting lessons that she offered. Furthermore, Suzanna tried to develop a good rapport with her students by rewarding them with positive reinforcement for their work. This made the students felt appreciated for their attempt, thus motivating them to learn English. Consequently, Suzanna felt that her relationship with her students had improved as she felt closer with her student now. In addition, her students become more comfortable with her, as they have morphed from being timid students who were scared of their teacher into more confident learners who participated actively in the lesson. Therefore, Suzanna's participation in the Native Speaker Programme enabled her to experience change in her identity as an ESL teacher as she become more compassionate with her students by building a good rapport with them. She explained,

"I can see there is a huge difference between now and then. Because previously, I teach and I only teach. But this year, I think I grow some empathy in me, because I know the students better. I know what they like, what they don't like...And they are close to me now. Before this, they are scared of me, so we are not so close to each other. But now, I can really see that the students are more confident in class, they are not afraid to try. Very different! Maybe they trust me now, and they are comfortable with me. Especially when we praise them, although I don't really give them presents. But when we are close to each other, it is easier for the to get what I teach."

(SIT4 – 168-177)

*Faith.* Suzanna's participation in the Native Speaker Programme allowed her to experience changes in her ESL teacher identity, as she began to have faith on her students' potential. This is because, through the values inculcated by her mentor, for her

to have positive perceptions towards her students' potentials, Suzanna started to provide more opportunity for her low proficiency students to maximize their capacities. As a novice teacher who was posted to a rural school, Suzanna had little faith on her students' ability in ESL learning. Her doubts on her students' potentials hindered herself from trying out more challenging activities for her students during English lessons. Consequently, she limited her students' opportunity in language learning by confining her English lessons to only simple teaching and learning activities. However, when she participated in the Native Speaker Programme, her mentor made her realized that her students have more potential than she thought. This is because, during the peer teaching that Suzanna and her mentor conducted together, she was astonished to see that her students managed to achieve challenging learning objectives even through a complicated activity carried out by her mentor. She explained;

“During team teaching, I observe that the mentors are very confident to teach. Even on lessons that I find difficult. That I doubt the students can understand it. For example, phonetics. I thought teaching phonetic is going to be problematic. Since KSSR is new, other teachers never teach phonetics, I didn't learn about teaching phonetics at the university, and never carried out phonetics lesson during practicum, not in the syllabus. But, during TPD, Stella taught about blend, segment and suitable activities. And she used activities from the textbook and showed us how to use the new KSSR textbook. So she just taught them. And from there we realized, it is actually quite simple, and the students can do it. And the students can understand her lesson even it is conducted in English. They managed to capture the content. So I realize, it can be done and it is up to us.”

(SIT5 – 180-191)

Hence, this motivated Suzanna to have more faith on her students' potential. She realized that her students were actually capable to unleash their potentials if she provided them with an avenue that supported their development. Thus, Suzanna started to change her perception about her students' capacity, and included more challenging activities in her lesson, so that her students can stretch their potentials. Accordingly, Suzanna discovered her students' true ability as the students managed to achieve the learning objectives. She considered this experience as truly rewarding for her and this

inspired her to continue having faith on her students. Therefore, Suzanna's participation in the Native Speaker Programme enabled her to experience change in her identity as an ESL teacher as she become more compassionate with her students by having more faith on her students' potential.

"We have to trust the kids. We have to believe that they can do it. Despite their true ability, just do it... I think it is more fun to teach lower proficiency. There are a lot of things that they don't know, but when they know, or when can do, or memorize the lesson, I will be so relieved! So happy! Rewarding. Really rewarding! Really worth it... I used to think that the students couldn't even do drilling, so it was not important for them. Yes! I was that bad. I thought it was just a waste of time to do repetition, the students won't remember it anyway... But, as you can see the lesson just now, they still remember what I taught early this year. Because we have done drilling for that. My point is, we need to trust the kids. Because, even the mentors are not prejudice with me, they never look down, they never highlight your grammatical error. So we should do the same to the kids."

(SIT5 – 253-272)

#### **4.2.19.3 Self-confidence**

*On the right track.* Another change that Suzanna underwent as a participant in the Native Speaker Programme, with regards to her professional identity formation was the enhancement of her self-confidence on her teaching career. As a novice teacher who was struggling adjusting herself with new experience, Suzanna had little confidence in her own capacity as an ESL teacher in a rural primary school. This is because, she felt that it was impossible for her to deliver effective lessons that accommodate her low proficiency students. However, through the guidance that she received from her mentors, Suzanna was able to gain confidence on her teaching ability. This is due to the fact that, her mentors assisted her to conduct suitable English lessons for her low proficiency learners, through the input that they presented during TPD workshops as well as through team teaching.

Furthermore, Suzanna believed that, being monitored on by her mentor enabled her to know whether she was on the right track as her mentors provided her with

constructive feedback and suggestions on her lessons. Based on the feedback, Suzanna made necessary adjustment on her practice as this enhanced her self-confidence, as she was certain about that she has delivered her lesson correctly. When the question, “how did you see yourself as an ESL teacher before you participate in the Native Speaker Programme? Is there any difference in the way you see yourself now?” Suzanna answered;

“I think I am more confident now. I think I’m on the right track. Throughout the 3 years being in the programme, I know my strengths and weaknesses. Things that I can improve. I use what I learned from the TPD for my English lesson. So I am not worried. I know my teaching is not wrong. Without the native speaker programme, I don’t know who can monitor my work... So along the way within 3 years of the programme, being monitored by my mentors, they correct us – I feel more confident.”

*Secure.* Additionally, Suzanna’s participation in the Native Speaker Programme enhanced her self- confidence as it enabled her to feel secure about her new working environment. Suzanna admitted that, when she was posted to her school, she had a hard time trying to adjust herself with new people around her. However, through the positive values portrayed by her mentors, Suzanna realized that instead of creating a barrier between herself and her new environment, she should make herself comfortable with her students, colleagues and school administrators. This realization emerged when Suzanna saw how comfortable her mentors were with her students and her colleagues. Despite being foreigners to them, her mentors were able to establish good relationship with her students, her colleagues, her school administrators as well as other participating teachers in the programme. Hence, this inspired Suzanna to purify her judgments on her new working environment and improve her relationship with other people around her. As a result, Suzanna felt more secure with her new working environment thus, enabling her to carry out her duty comfortably. She explained;

“I am confident in terms of comfortable. Comfortable with the kids and schools. Because if you are not comfortable with your school, with the teachers, with the admin or the kids, your heart is not in the school, I don’t think that’s good. So in the programme, although it is not indirectly, but when I when see the good rapport between us and the mentor, approachable mentoring style, I think there is no use for me to stay timid if I want to gain knowledge. Even though the mentors are from outside, they managed to have good relationship with others. So that is what I am going to do with my peers.”

*Respected.* Suzanna believed that her participation in the Native Speaker Programme enhanced her self-confidence as she felt that her mentors respect her authority as an ESL teacher. According to Suzanna, John and Stella’s positive mentoring styles that put trust in her capability as an ESL teacher, contributed to her self-confidence. When her headmistress informed Suzanna that she was required to participate in the Native Programme, Suzanna was worried if the programme would mirror her daunting practicum experience, where her practice was severely criticized by her lecturers. The experience robbed her self-confidence, as she continually doubted whether she had what it takes to be an effective teacher. However, her worry was proven to be pointless as she participated in the programme since she never received demoralizing comments on her capacity as an ESL teacher. Instead, she found the feedbacks given by her mentors on her lesson to be helpful for her professional development. According to Suzanna, her mentors always gave her freedom in making decision related to teaching. This made her feel that her authority as an ESL teacher was respected. In addition, this signalled her mentors’ approval about her teaching capabilities thus enhancing her self-confidence. Therefore, the Native Speaker Programme assisted her to grow her self-confidence as part of her professional identity as an ESL teacher. She explained,

“Plus, from the reflection, from the feedback from the mentor. They never condemned, demoralizing us and they are not actually give only good comments to please you. Perhaps, it is their nature; they don’t want to be blunt in their speech. So that makes me confident. I don’t have to worry if they are going to scold me because they won’t. At first, I thought it is going to be like the practicum, the lecturers would always see our mistake. So, I thought the mentors would also look for our mistake. But no! Perhaps, the head of mentors tell them

during meeting since they have meeting every week. So, maybe they were informed not to demoralize us, don't scold us, and give positive comments for good things. I'm sure they did some research about Malaysians' culture. We are Malaysia can get easily upset if people condemn us. So John and Stella never scold me. So, their mentoring styles give me confidence. Because I feel trusted, the authority is mine. Because I feel that this is my field, this is how I do it."

#### **4.2.19.4 Non-Nativeness**

*Speak more English.* Another aspect with regard to the change in professional identity formation, that Suzanna experience throughout the Native Speaker Programme was pertaining to her identity as a non-native ESL teacher. As a non-native ESL teacher, Suzanna was aware of the fact that she had an advantage in using the students' first language, Malay, to teach English. Since her students had low level of proficiency, she believed that the best way to teach English was through their mothers' tongue. This is because, she assumed that using English as a medium of instruction would only cause her students to be more intimidated by the language. Hence, Suzanna decided to use Malay as the main medium of instruction for teaching English to her students during her first year of teaching.

However, when her mentors proved that the students could actually handle English classroom instructions during peer teaching that Suzanna and her mentors conducted together, Suzanna began to review her belief on which language that was more suitable to be the main medium of classroom instruction. She realized that by using Malay as the main medium of classroom instruction, she actually restricted her students from having the access to English. Understanding the fact that she could be the only source that could provide her students with the access to English, Suzanna felt her students deserve a supportive learning environment that allowed them to have extra contact with the language. Therefore, she decided to switch to using English as the main medium of classroom instruction in order to provide her students with more opportunities to experience the language. She explained,

“When I saw their success in using full English with my students, I think, I cannot reject the idea that it is possible to use fully in English. So, actually it is possible to use English with them, especially the instruction. Perhaps, they will find it difficult at first, but I can always demonstrate to help them understand my instruction. So it is only difficult at early stage but gradually they will understand. I don’t think it is right to keep on translating to them and use mother tongue. So I have to use English. The mentor has shown that it is possible.”

Suzanna’s decision to switch to using English as the main medium of classroom instruction contributed to her professional identity formation as an ESL teacher. This is because, she realized that by using English as a medium of instruction, she did not only benefit her students but also herself. This because, by speaking more English during her lesson, she was able to practise her speaking skills. She believed that this actually formed a better image of herself, as an ESL teacher who truly use the language. She explained,

“My mentors are English native speakers but I feel that they communicate well with the kids using English, making themselves comprehensible to the kids... the kids can understand their teaching points. It is true that we want to use English in class to help the kids to master English. But for me, as an ESL teacher, it is important to use English in class because I need to portray how an ESL teacher should look like. Although I don’t speak hundred percent in English but I need to use the language more. I cannot be just using mother tongue all the time.”

Although she believed that it was important for her to speak more English in order to form a positive image as an ESL teacher, Suzanna did not feel compelled to strive for native-like accent. This is because, she felt that as an ESL teacher in rural primary school, it was not necessary for her to provide her students with the native model. According to Suzanna, it was more important for her young learners to focus on acquiring the basic language skills rather than trying to achieve native-like accent. On the other hand, she believed that her students could develop native like accent later in their life if they wish to. While Suzanna was not planning to obtain a perfect native, she recognised the advantage that an ESL teacher has if the teacher could speak like an



English native speaker. She believed that an ESL teacher with native-like accent would earn more respect from her students and this implied her perception on the superiority that native ESL teachers have over the non-native ESL teacher. Hence, although she had no intention to speak like an English native speaker, she agreed on the importance of having native-like accent for her professional development as ESL teacher. The following interview excerpt illustrated Suzanna's opinion about native-like accent.

“Interviewer: Some people would say that nonnative English teachers like us, always strive for native-like fluency. Given the fact that you are working with one native speaker of English, what is your comment about this?

Suzanna: It depends actually.

Interviewer: Do you think you need to achieve native-like accent?

Suzanna: I don't think I need to. Plus, it is not like the mentors encourage us to be like them. My accent is influenced by my mother tongue. And, it is not the aim of the programme for us to speak like our mentors, with slang. So, I don't think it is necessary.

Interviewer: Why do you think it is not necessary?

Suzanna: Because the important thing is the language content actually. And they are second language learners. So the most important thing is the understanding. As long as they can pronounce words correctly, even without any slang, I think it is good enough. Plus, obviously I am not a English native speaker model. If the students want to learn the accent, they can later. Now, it is time to focus on basic things first.

Interviewer: But, what about for you yourself, your development? Do u think for you yourself it is important to have native like accent?

Suzanna: Actually, as a teacher, I think it is quite important. Because when we have the native speaker accent, we will get respect from the kids. The kids can definitely differentiate, nonnative and native. You can dress up and look like a native, but when you don't sound like them, students can spot that. So, it has some benefit, especially for my development. But for this school, not necessary.”

#### **4.2.19.5 Contentment**

*A rewarding career.* Suzanna believed that the Native Speaker Programme enabled her to experience change in her professional identity, as she felt more content with her with her career as an ESL teacher. This is because, her participation in the pogramme made her realized the rewarding experience offered by her career as an ESL

teacher. According to Suzanna, the guidance and support that she received throughout the programme allowed her to improve her practice as an ESL teacher. As she became more confident about her capacity as an ESL teacher, she viewed her career as an ESL teacher differently. Having to struggle with the new KSSR curriculum during her first year of teaching, Suzanna viewed teaching English to low-proficiency students to be a more challenging task as compared to teaching the other subject entrusted to her, mathematics. Hence, she preferred the former. However, as she perfected her English teaching skills throughout the programme, she realized that her job as an ESL teacher is indeed rewarding. This is especially when her low-proficiency students managed to attain learning objective of her lessons, or even when they managed to master the simplest language content. Gradually, Suzanna became more interested in teaching English than teaching mathematics. She said,

“I think English is fun. I love teaching language. Because when I get unexpected feedback from the kids, I think teaching English is fun. When they get what I taught, it is really rewarding. Because I have this mentality that they cannot do it, but when they can do it, I feel happy... Like just now, I am so happy that the student knows how to pronounce those words. A ball. Usually, they don't even know how to pronounce the article 'a'. I used to prefer teaching Math than English, but slowly, with the programme, I think I like teaching English more now.”

(SIT5 – 505-529)

Additionally, Suzanna became more satisfied with her performance as an ESL teacher now. This is because, ever since she applied the knowledge and skills that she has gained from the Native Speaker Programme into her English lesson, her students showed an improvement in terms of their achievement in test and examination. Her students' improved examination results served as a validation that informed Suzanna about her own performance as an English teacher. Moreover, as she softened her teaching approach and build a good relationship with her students, Suzanna could sense that the students enjoy learning English now. This gave Suzanna a sense of achievement that made her feel more satisfied about her capacity as an ESL teacher, she explained;

“I am satisfied with my performance. I have targeted around 10 out of 20 kids to score A for English. Previously, only about 2 or 3 students can score A. But now, when I change my approach, from strict to lenient, I can see that the students are happier in my class and can learn better. So when they perform in test, I feel satisfied as a teacher, automatically. In terms of the statistics of my students’ result, they show improvement. So from there, I know that I have done the right thing. That makes me even more satisfied.”

(SIT5 – 535-541)

Although Suzanna was satisfied with her current competence as an ESL teacher, there were few aspects of teaching that she felt necessary for her to improve in order for her to develop her professional identity as an ESL teacher. She stated that she should not settle with her current effort instead, she should always upgrade herself to become a better teacher. Realizing that she was the most important source that provided her rural students’ with the access to English language learning, Suzanna vowed to continue updating her knowledge and skills as an ESL teacher. This is because she felt that, ‘it is the right of the students to get more from me. So I have to give more.’ (SIT5 – 501-502). As a lower primary teacher who was involved in the implementation of the new KSSR curriculum, Suzanna was aware about the possibility that she needed to teach the upper primary KSSR syllabus when her current students entered the upper primary years. Teaching upper primary students required her to carry out a more challenging task which to prepare her students for a national examination. Hence, in future, Suzanna hope that she would be able to teach the more challenging upper primary English syllabus effectively, if she is given the responsibility to prepare the upper primary school students to sit for a national exam. Her aspiration indicated her willingness to remain in the teaching profession. When asked the question, “where do you see yourself in another 5 years?”, Suzanna answered;

“In another 5 years, I hope I can teach upper primary students confidently, effectively. I don’t wanna be stagnant. As an ESL teacher, I really hope that I can always improve myself in terms of teaching means, delivering, more confident.”

(SIT5 – 546-548)

#### **4.2.20 Conclusion**

Suzanna's participation in the Native Speaker Programme contributed to her professional knowledge construction through few ways. First, the Native Speaker Programme bridged the gap between her pre-service training and the real classroom by reinforcing her existing knowledge that she gained during pre-service training with new knowledge as well as through repetition of her existing knowledge. Second, the programme expanded Suzanna's knowledge-base as an ESL teacher and this include knowledge about students, pedagogical content knowledge and knowledge about language. Third, the programme enabled Suzanna to construct her professional knowledge comfortably with support from her accommodating mentors who were motivating and helpful to her. Fourth, Suzanna's mentors provided her guidance as an expert through their superior native speaker status and by being the agent of change to her. Fifth, the Native Speaker Programme contributed to Suzanna's professional knowledge by providing her the opportunity to engage in enriching learning activities that give her access to hands-on input such as through peer teaching.

In addition, the Native Speaker Programme influenced Suzanna's professional practice as an ESL primary school teacher in few aspects. First, the Native Speaker Programme influenced her classroom management as she applied strategies suggested by her mentors such as clear instruction and cooperative learning to control her classroom. Second, the programme influenced Suzanna's way of motivating her students as she employed extrinsic motivational strategies in her classroom. Third, the Native Speaker programme influenced Suzanna's teaching methodology as she used English as the main medium of classroom instruction as well as incorporated communicative language teaching (CLT) approach in her classroom. Fourth, the Native Speaker Programme influenced Suzanna's selection of teaching materials as she prioritised on teaching materials that offers concrete learning experience and

personalization for her students. Fifth, the programme influenced Suzanna's practice by encouraging her to engage in reflective practice through valuable feedback given her mentors.

Furthermore, the Native Speaker Programme enabled Suzanna to experience changes in her professional identity formation through few ways. Firstly, it encouraged her to embrace her accountability as an ESL teacher by inspiring her to be conscientious towards her profession. Secondly, the programme instilled compassion in Suzanna as she learned to be tolerant with her low proficiency learner, establish good rapport with her students and have faith on her students' potential. Thirdly, the Native Speaker Programme enhanced Suzanna's confidence as she feels that she is on the right track, more secure with her working environment and respected by her mentors. Fourthly, the programme identified Suzanna's status as a non-native English teacher who wished to speak more English to project a better image of an ESL teacher. Fifthly, the Native Speaker Programme fostered Suzanna's contentment about her profession as she realized that her job as an ESL teacher is indeed a rewarding career.

#### **4.3 The Cross-Case Analysis**

The four single cases presented significant similarities and noteworthy uniqueness. This section contains the cross-case analysis, which is framed by the research question that guided this study. The first category will discuss the first research question; 1) how does the Native Speaker Programme contribute to the novice teachers' professional knowledge? In this first category, the five themes emerged; a) bridging the gap between pre-service training and the real classroom, b) expansion of knowledge-base, c) accommodating mentor, d) guidance from the expert and, e) enriching learning activities, will be discusses by juxtaposing similarities and differences of subthemes in each single case.

**Table 4.1: Summary of Comparison on Themes and Subthemes Across Cases**

Cases	Farhan	Nadya	Hafiz	Suzanna
Themes	Subthemes			
Category 1: Professional Knowledge				
f) Bridging the Gap	1. Revisiting knowledge	1. Theory versus practical	1. Complementing the existing knowledge	1. Reinforcing existing knowledge
g) Expansion of Knowledge-base	1. Knowledge about language 2. Pedagogical Content knowledge 3. Knowledge of Students	1. General Pedagogical Knowledge 2. Knowledge of Context 3. Knowledge of students 4. Pedagogic Content Knowledge 5. Knowledge about Language	1. Knowledge about language 2. Process Knowledge 3. Pedagogical Content Knowledge	1. Knowledge about students 2. Pedagogical Content Knowledge 3. Knowledge about language
h) Accommodating Mentor	1. Thoughtful	1. Dedicated 2. Considerate	1. Committed 2. Unintimidating	1. Motivating 2. Helpful
i) Guidance from the Expert	1. Facilitator 2. Speaking Partner	1. The source of reference	1. The Native Model 2. Lack of understanding on ESL learner	1. Superior native speaker status 2. Agent of change
j) Enriching Learning Activities	1. Communicative environment 2. Demonstration	1. Platform for exchange of ideas 2. Motivating.	1. Platform for exchange of ideas 2. Learning by doing	1. Hands-on inputs 2. Peer teaching
Category 2: Professional Practice				
f) Classroom Management	1. Attention grabber 2. Rules establishment	1. Caning	1. Attention grabber.	1. Clear instruction 2. Cooperative learning
g) Motivating Students	1. Intrinsic motivation	1. Extrinsic before intrinsic.	1. Enjoyable activities 2. Seating Arrangement	1. Extrinsic motivation
h) Methodology	1. English as the medium of classroom instruction 2. Emphasizing reading skills	1. The use of first language in the classroom 2. More than just writing	1. Total Physical Response Approach	1. English as the main medium of classroom instruction 2. Communicative language teaching (CLT)
i) Teaching Materials	1. Teacher-made materials	1. More than just textbook	1. Authentic versus non-authentic materials	1. Concrete experience 2. Personalization.
j) Reflective Practice	1. Reflect 2. Equate	1. Evaluate	1. Merely for documentation	1. Valuable feedback
Category 3: Professional Identity				
f) Accountability	1. Responsible	2. Passionate.	1. Demotivated.	1. Conscientious.
g) Compassion	1. Approachable	2. Understanding towards the students.	1. Empathy towards the students	1. Tolerant 2. Good rapport 3. Faith
h) Self Confidence	1. Expert of the field.	2. A better teacher	1. Appreciated	1. On the right track 2. Secure 3. Respected
i) Non-nativeness	1. Embracing non-nativeness	2. Not a ‘Mat Salleh’	1. Strengths of non-native ESL teachers 2. Positive work ethics	1. Speak more English
j) Contentment	1. Satisfied	1. Satisfied 2. Love teaching	1. More optimistic.	1. A rewarding career

The second category will discuss the second research question; 2) how does the Native Speaker Programme influence the novice teacher's professional practice as ESL primary school teacher? In this second category, the five themes emerged; a) classroom management, b) motivating the students, c) teaching methodology, d) teaching materials and, e) reflective practice, will be discussed by juxtaposing similarities and differences of subthemes in each single case.

The third category will discuss the third research question; 3) in what way does the novice teachers' professional identity formation change after the Native Speaker Programme? In this third category, the five themes emerged; a) accountability, b) compassion, c) self confidence, d) nonnativeness and, e) contentment, will be discussed by juxtaposing similarities and differences of subthemes in each single case. Table 4.1 illustrates a summary of comparison on themes and subthemes across cases.

#### **4.3.1 Novice Teachers' Professional Knowledge**

This category provides a cross case analysis that discusses the first research question 1) how does the Native Speaker Programme contribute to the novice teachers' professional knowledge? It addresses the *knowledge* dimension in *Furnished Imagination*, a construct proposed by Kiely and Askham (2012) as a way of tracking professional learning, which is used as the key construct that outlines the conceptual framework in the present study. This category will discuss the five themes emerged; a) bridging the gap between pre-service training and the real classroom, b) expansion of knowledge-base, c) accommodating mentor, d) guidance from the expert and, e) enriching learning activities, by comparing similarities and differences of subthemes in each single case. Table 4.2 presents an annotated matrix for this first category. It consists representative excerpts from data sources detailing emergent themes according to subthemes.

Firstly, the findings showed that the Native Speaker Programme contributed to novice teachers' professional knowledge construction by bridging the gap between pre-service training and real classroom. For all the participants, the programme bridged the gap between their pre-service training and real classroom through different ways. For Farhan, his participation in the programme enabled him to revisit the knowledge that he had learnt during his pre-service training. Whereas, Nadya believed that the programme provided her with practical input that was readily available to be employed into her lessons. Nadya considered the practical input presented in the Native Speaker Programme supplemented her existing theoretical knowledge that she gained during pre-service training. On the other hand, Hafiz considered the programme complemented his existing knowledge that he gained during pre-service training with additional knowledge and skills. As for Suzanna, the programme bridged the gap between her pre-service training and the real classroom by reinforcing her existing knowledge that she gained during pre-service training with new knowledge.

Secondly, the findings indicated that the Native Speaker Programme contributed to novice teachers' professional knowledge construction by expanding their knowledge-base. All the four participants found that the programme expanded their knowledge about language and pedagogical content knowledge. On the other hand, three out of four participants discovered the programme enhanced their knowledge about students. Only Hafiz found the programme did not contribute to his knowledge about students. Perhaps, this is due to his mentors' lack of understanding on ESL learners. For Farhan, the types of knowledge that he believed to be expanded throughout the programme were; knowledge about language, subject matter knowledge, and knowledge about students. Likewise, Nadya discovered that her knowledge-base was expanded throughout the programme particularly on her general pedagogical knowledge, knowledge of context, knowledge about students, pedagogical content knowledge and



knowledge about language. Similarly, Hafiz identified the programme expanded his knowledge-base on specifically in knowledge about language, process knowledge and, pedagogical content knowledge. As for Suzanna, the programme expanded her knowledge-base by enhancing her knowledge about students, pedagogical content knowledge, and knowledge about language.

Thirdly, the findings revealed that by being accommodating to the participants, the mentors enabled participants to learn conveniently throughout the programme. All of the participants agreed that their mentors' qualities played a significant role in contributing to their professional knowledge as ESL teachers. All of the participants recognised their mentors' positive qualities that encouraged them to participate enthusiastically in the programme. Farhan regarded his mentor as a thoughtful person who assisted him in maximizing his learning in the programme. Nadya, on the other hand, discovered that her mentors' dedication and consideration in guiding her enabled her to construct her profession knowledge as an ESL teacher successfully. Whereas, Hafiz felt that his mentor's strong commitment and unintimidating mentoring style assisted him in constructing his professional knowledge. As for Suzanna, she considered her mentors to be motivating and helpful to her thus, inspiring her to construct her professional knowledge as an ESL teacher.

Additionally, the findings suggested that positive mentor-teacher relationships are able to contribute to the success of mentoring activities in the Native Speaker Programme. Farhan's case is an example of positive account of learning within a mentorship relationship and process where he considered his mentor as "no longer our mentor, she is like our friend". Similarly, Nadya's mentor, Victoria, who treats Nadya as a fellow professional which contrasts with her first mentor, Mark who seemed to treat the participating teachers as recalcitrant students, succeeds to facilitate Nadya to blossom as a passionate ESL teacher. Likewise, the positive relationship between

Suzanna and her mentor, John, despite of his little background in ESL teaching, allows her to experience positive outcomes from her participation in the Native Speaker programme. On the other hand, since the relationship between Hafiz and Nate seems to suggest that it is not an ideal relationship. Hence, although Hafiz, to some degree, benefit from the Native Speaker Programme, he was still struggling with his ongoing frustration as a teacher.

Fourthly, the findings suggested the Native Speaker Programme contributed to novice teachers' professional knowledge by providing participants with guidance from the expert. Each participant had different view of their mentors' expertise in facilitating them to enhance their knowledge in ESL teaching. Farhan viewed her mentors' expertise as facilitators and as speaking partners to be significant in his professional knowledge construction. Nadya considered her mentor as the source of reference who helped her to improve her knowledge throughout the programme. On the other hand, Hafiz recognised his mentor's expertise as the native model although he felt that his mentor had lack of understanding on ESL learners. As for Suzanna, she acknowledged her mentor's superior native speaker status and his mentor's role as the agent of change that supported her to construct her professional knowledge as an ESL teacher.

Fifthly, the findings implied that the Native Speaker Programme contributed to novice teachers' professional development by providing them the opportunity to engage in enriching learning activities. All of the participants recognized the positive qualities of the learning activities offered by the programme. Two of the participants, Nadya and Hafiz, had similar view on the one positive quality of the learning activities offered programme which is as platform that promotes exchange of ideas. As for Farhan, he discovered that the programme contributed to his professional knowledge by promoting communicative environment for him to practise his speaking skills as well as through useful demonstration by his mentors. On the other hand, Nadya regarded the learning

activities offered by the programme as motivating to her. Whereas, Hafiz believed that he benefited from the learning activities offered by the programme as it promoted the 'learning by doing' approach. As for Suzanna, she believed that the programme contributed to her professional knowledge construction by presenting her with hands-on input as well as through peer teaching that assisted her to sharpen her knowledge and skills.

Therefore, the findings of the study for this category revealed five main conclusions. First, mentoring closes the knowledge-practice gap. Second, mentoring expands novice teachers' knowledge about language, pedagogical content knowledge, knowledge about students, general pedagogical knowledge, knowledge of context, and process knowledge. Third, mentors' positive personal qualities are important as a condition for effective mentoring. This conclusion is drawn based on the fact that the mentors' accommodating quality enabled novice teachers to learn effectively throughout the Native Speaker Programme. Fourth, the supportive roles of an ESL mentor for effective mentoring include; as a facilitator, as a speaking partner, as a source of reference, as the native model and as an agent of change. Fifth, effective strategies for ESL mentoring include; communicative environment, demonstration, exchange of ideas, motivating, learning by doing, hands-on input, and peer teaching. All these five conclusions in this first category will be further discussed with reference to related literature in Chapter 5.

**Table 4.2: Annotated Matrix of Category 1 – Novice Teachers’ Professional Knowledge: Representative Excerpts from Data Sources Detailing Emergent Themes According to Subthemes**

<b>Theme 1: Bridge of Gap between Pre-service Training and Real Classroom</b>	
<b>Cases</b>	<b>Subthemes / Excerpt</b>
<b>Farhan</b>	<p><i>1. Revisiting Knowledge</i>  “Somehow it revises and makes me remember what I’ve learnt during my studies years.”</p>
<b>Nadya</b>	<p><i>1. Theory versus practical</i>  “...because what have been thought during my study in university was more towards theoretical. So what she gave me is practical.”</p>
<b>Hafiz</b>	<p><i>1. Complementing the existing knowledge</i>  “I know the idea of hot seat from my university year. But now, because I’ve seen how to carry it out, so maybe it can be used in the classroom.”</p>
<b>Suzanna</b>	<p><i>1. Reinforcing existing knowledge</i>  “Although I have learn about phonics in the university, it was a long time ago. I can barely recall. But through this programme, I also learn about the implementation art, the practical knowledge – how to teach phonics.”</p>
<b>Theme 2: Expansion of Knowledge - base</b>	
<b>Cases</b>	<b>Subthemes / Excerpt</b>
<b>Farhan</b>	<p><i>1. Knowledge about language</i>  “...if it is not because of this course, for this programme, my English will be worse...”</p> <p><i>2. Pedagogical Content Knowledge</i>  “The biggest contribution of this programme is for the phonics...”</p> <p><i>3. Knowledge of Students</i>  “The session and discussion include second language learning theories, types of learner and learners’ differences and preferences.”</p>
<b>Nadya</b>	<p><i>1. General Pedagogical Knowledge</i>  “She will give you ideas and basically, that is and input for me to control your class...”</p> <p><i>2. Knowledge of Context</i>  “...she highlights, she helps me to understand, in the Malaysian context, this is the kind of language you use, but in the Native countries it is different.”</p> <p><i>3. Knowledge of students</i>  “...she said, “...For this students you need to give more works, for this students, less work, more fun activities.””</p> <p><i>4. Pedagogic Content Knowledge</i>  “She said it’s okay if they reply in their first language and then she said that the usage of first language in the classroom is okay.”</p> <p><i>5. Knowledge about Language</i>  “Victoria proceeded with more formal lecture-based session on subject-verb agreement, relative clause, modals, and tenses.”</p>
<b>Hafiz</b>	<p><i>1. Knowledge about language</i>  “We never realize it we pronounce the word wrongly until during the TPD workshop. So when my mentor says certain words, only I realize my mistake.”</p>

	<p><i>2. Process Knowledge</i> “Nate explained the three categories of group roles namely; task roles, personal and social roles, as well a dysfunctional or individualistic roles.”</p> <p><i>3. Pedagogical Content Knowledge</i> “We did learn how to make pop up books. You know how expensive it is to purchase that pop-up books right?”</p>
<b>Suzanna</b>	<p><i>1. Knowledge about students</i> “John really promotes individual preferences. So, I must consider students’ background and interest so that I can trigger their interest...”</p> <p><i>2. Pedagogical Content Knowledge</i> “So John taught us how to use puppets in the lessons. How to integrate songs in the lesson – the correct steps. Whether to listen first or to introduce vocab first.”</p> <p><i>3. Knowledge about language</i> “So, I speak English with John or Stella, it kind of improve my speaking skills... Plus, they never correct my mistake...”</p>
<b>Theme 3: Accommodating Mentor</b>	
<b>Cases</b>	<b>Subthemes / Excerpt</b>
<b>Farhan</b>	<p><i>1. Thoughtful</i> “I think we are lucky to have Sally as our mentor because she’s very responsible and she is very passionate in teaching us, and in teaching the children.”</p>
<b>Nadya</b>	<p><i>Dedicated</i> “If I SMS her to tell her that I want to see her, she will arrange time for me. And she will come to me, to my school. Not the other way around.”</p> <p><i>2. Considerate</i> “And she doesn’t mind if we bring along our kids to the TPD workshops. She will even prepare extra food for our kids...”</p>
<b>Hafiz</b>	<p><i>1. Committed</i> “Nate is the type of mentor who will share important documents with all teachers regardless of whether they are his own mentees or Deborah’s or Patrick’s. He will definitely distributes to everyone.”</p> <p><i>2. Unintimidating</i> “Patrick, he is like a dictator. He doesn’t like us to make noise... I’m so glad Nate is not like that”</p>
<b>Suzanna</b>	<p><i>1. Motivating</i> “He would give presents to the earliest person to arrive in the TPD workshop. Wonderful presents like stamps, stickers, books.”</p> <p><i>2. Helpful.</i> “So if I need help, I just need to inform him – can you please help me preparing the PowerPoint slides? Do you have suitable worksheet for this activity? Stella and John are willing to help. They are very helpful.”</p>
<b>Theme 4: Guidance from Expert</b>	
<b>Cases</b>	<b>Subthemes / Excerpt</b>
<b>Farhan</b>	<p><i>1. Facilitator</i> “...when she came and help us, we get adequate help and guidance for us to carry out our job in teaching English to young learners”</p> <p><i>2. Speaking Partner</i> “...I value her presence and the fact that we can at least communicate in English...”</p>

<b>Nadya</b>	<p>1. <i>The source of reference</i>          “It is like having a living dictionary. And a living grammar book.”</p>
<b>Hafiz</b>	<p>1. <i>The Native Model</i>          “In terms of pronunciation, really helpful. Because they speak with native speaker accent.”</p> <p>2. <i>Lack of understanding on ESL learner</i>          “...they are teaching based on their experience in their country, sometimes they don’t understand our situation.”</p>
<b>Suzanna</b>	<p>1. <i>Superior native speaker status</i>          “The knowledge presented in the programme was direct from the native speakers themselves. So, as mentors, we could really trust their credibility, their knowledge.”</p> <p>2. <i>Agent of change</i>          “In coping with changes, the major things that they have taught were phonics and language arts.”</p>
<b>Theme 5: Enriching Learning Activities</b>	
<b>Cases</b>	<b>Subthemes / Excerpt</b>
<b>Farhan</b>	<p>1. <i>Communicative environment</i>          “...when you interact with your mentors, you have no choice but to speak English.”</p> <p>2. <i>Demonstration</i>          “Modelling is quite useful too, because sometimes from the way they model, we know how to carry out the game or the techniques and we can understand more...”</p>
<b>Nadya</b>	<p>1. <i>Platform for exchange of ideas</i>          “So we compile everything in one place and share it using dropbox so everyone can use the same materials and the same hand-outs or teaching in the classroom.”</p>
<b>Hafiz</b>	<p>1. <i>Platform for exchange of ideas</i>          “So there are exchanges of ideas, sharing. I think it is good. At least we learn from other people who hold the same position with us – they are teachers, teaching pupils at the same age. So they know what are the challenges.”</p> <p>2. <i>Learning by doing</i>          “...when they demonstrate, we can see. So we have clearer idea on the technique.”</p>
<b>Suzanna</b>	<p>1. <i>Hands-on inputs</i>          “So, I think it is good because it doesn’t contradict with the KSSR curriculum. What they teach are suitable for Malaysian context, related to KSSR and meet the requirement.”</p> <p>2. <i>Peer teaching</i>          “But now in the programme, the mentors show us, show the students. So now we know how. Plus, it is the correct pronunciation, direct from native speakers.”</p>

### 4.3.2 Novice Teachers' Professional Practice

This category provides a cross case analysis that discusses the second research question 2) how does the Native Speaker Programme influence the novice teachers' professional practice as ESL primary school teachers? It addresses two dimensions in Kiely and Askham's (2012) *Furnished imagination* construct – *procedural awareness and skills* as well as *disposition*. In this context, *disposition* refers to the novice teachers' routine of the mind and their tendency to respond to situations in certain ways. In this study, novice teachers' procedural awareness and skills as well as their professional disposition were manifested in their practice. Hence, this category will discuss the five themes emerged under the novice teachers' professional practice category; a) classroom management, b) motivating the students, c) teaching methodology, d) teaching materials and, e) reflective practice, by comparing similarities and differences of subthemes in each single case. Table 4.3 presents an annotated matrix for this second category. It consists representative excerpts from data sources detailing emergent themes according to subthemes.

Firstly, the findings indicated that the Native Speaker Programme influenced novice teacher's professional practice in terms of their classroom management. Three out of the four participants discovered that the Native Speaker Programme influenced their classroom management in certain ways. For Farhan and Hafiz, they employed the attention grabber technique that they learned from their mentors for classroom control. Additionally, Farhan incorporated rules establishment strategy at the beginning of the school session as suggested by his mentor. On the other hand, Suzanna adopted the use of clear instruction and cooperative learning to control her class. However for Nadya, the native speaker programme played minimal role in influencing her classroom management strategy. Although during the interview she asserted that she used Total Physical Response (TPR) activities to deal with misbehaviours, her statement was

incongruent with her practice. This is because, through the classroom observation conducted by the researcher, Nadya was observed to continue using cane to discipline her students. Later, she admitted that she found the use of cane is more practical for her classroom with large number of students.

Secondly, the findings suggested that the Native Speaker Programme influenced novice teachers' professional practice in the way they motivated their students to learn English. Two of the participants, Nadya and Suzanna, employed the use of extrinsic motivational strategy as suggested by their mentors. Meanwhile, Farhan used intrinsic motivational strategy to encourage her students to learn English. As for Hafiz, he incorporated enjoyable teaching and learning activities to draw his students' interest into his lesson. Additionally, he used group-seating arrangement to create secure learning environment that motivated his students to learn during his lesson.

Thirdly, the findings revealed that the Native Speaker Programme influenced novice teachers' professional practice in terms of their teaching methodology. Among the aspects of teaching methodology that were influenced by the Native Speaker Programme include; the role of first language, medium of instruction, language focus as well as teaching approach. Two of the participants, Farhan and Suzanna, discovered that the Native Speaker Programme influenced their teaching methodology as they switched from using Malay to English as the main medium of their classroom instruction. However, the Native Speaker Programme influenced Farhan to emphasize on reading skills as language focus while Suzanna was encouraged to integrated Commutative Language Teaching (CLT) approach in her lesson. On the other hand, the Native Speaker Programme influenced Nadya's teaching methodology as it allowed the use of first language in reinforcing instruction. Furthermore, the programme influenced Nadya's language focus as she discontinued restricting her lesson merely on writing activities and began to incorporate other language skills, despite the conflict that she



need to face as her school insisted her to focus on writing activities. Meanwhile for Hafiz, the Native Speaker Programme influenced his teaching methodology as he included more TPR activities into his lesson as suggested by his mentor.

Fourthly, the findings suggested that the Native Speaker Programme influenced novice teachers' professional practice in the way they select teaching materials. For all the participants, the programme influenced their selection of teaching materials in differently. For Farhan, he developed his own teaching materials as his mentor encouraged him to use teacher-made materials. As for Nadya, her participation in the Native Speaker Programme inspired her to discontinue relying solely on the textbook as teaching resource. Instead, she employed variety of teaching materials from different resources while the textbook was only used for her reference of syllabus. On the other hand, the Native Speaker Programme influenced Hafiz's selection of teaching materials as he forwent his preference in using authentic materials as teaching resources, substituting it with teaching resources that were specifically designed to teach ESL learners. Meanwhile for Suzanna, the Native Speaker Programme influenced her selection of teaching materials, as her mentor encouraged her to prioritise on the use of teaching materials that can offer concrete learning experience and personalization for her low proficiency students.

Fifthly, the findings of the study indicated that the Native Speaker Programme influenced novice teachers' professional practice as they began to engage in reflective practice. Three of out the four participants believed that their participations in the Native Speaker Programme enabled them to engage in reflective practice. For Farhan, the programme provided the room for him immerse into his own thought about his teaching performance as he persistently reflecting on his practice and equating his achievement with his colleagues'. On the other hand, the programme allowed Nadya to evaluate her teaching performance so that she could make necessary adjustment to

improve her practice. Meanwhile, the programme invited Suzanna to engage in reflective practice through the valuable feedback given by her native speaker mentor on her English lesson. However, Hafiz's participation in the Native Speaker Programme did not promote him to engage in reflective practice as his mentor did not take reflective practice seriously instead, he viewed reflection merely as a mean for documentation.

Thus, the findings of the study for this category revealed two main conclusions. First, mentoring influence novice teachers' classroom practice. This conclusion is drawn based on the findings that the Native Speaker Programme influenced novice teachers' classroom management, ways of motivating students, teaching methodology and selection of teaching materials. Second, mentoring serves as medium for novice teachers to engage in reflective practice. This conclusion is drawn based on the finding that three out of the four participants believed that their participation in the Native Speaker programme enabled them to engage in critical reflection. Both of these conclusions in this second category will be further discussed with reference to related literature in Chapter 5.

**Table 4.3: Annotated Matrix of Category 2 – Novice Teachers' Professional Practice: Representative Excerpts from Data Sources Detailing Emergent Themes According to Subthemes**

<b>Theme 1: Classroom Management</b>	
<b>Cases</b>	<b>Subthemes / Excerpts</b>
<b>Farhan</b>	<p><i>Attention Grabber</i>            "When he wants attention from students, he claps his hand and say "1,2,3, eyes on me." All students reply loudly and simultaneously "1...2..eyes on you!!!" and they immediately face him and focus their attention to him."</p> <p><i>Rules Establishment</i>            "Yes, you have to be strict but only during the early part of the year, when they just enter the class, you establish the rules, and then, it is all okay, you don't have to be strict anymore."</p>
<b>Nadya</b>	<p><i>Caning</i>            "Nadya was observed by researcher to strike the cane loudly on the teachers' table whenever the students started to make noise."</p>
<b>Hafiz</b>	<p><i>Attention Grabber</i>            "I'll say 'Eyes on me', then the students reply 'eyes on you'. I learn it from the mentors... And I find it effective for my students."</p>
<b>Suzanna</b>	<p><i>Clear Instruction</i>            "She shows a box contains magic pens. She took time to explain the instruction one by one..."</p>

	<p><i>Cooperative Learning</i></p> <p>“John taught us once, for mixed ability class, ask the students who have completed their task earlier to teach their friends.”</p>
<b>Theme 2: Motivating Students</b>	
<b>Cases</b>	<b>Subthemes / Excerpts</b>
<b>Farhan</b>	<p><i>Intrinsic Motivation</i></p> <p>“You have to be a little bit funny, something like that, you have to have the fun elements so that the children when they are being with you, they can have fun.”</p>
<b>Nadya</b>	<p><i>Extrinsic before Intrinsic</i></p> <p>“...we always encourage them, we say, ‘your drawing is nice’, then it helps them, like it boost their motivation, from inside.”</p>
<b>Hafiz</b>	<p><i>Enjoyable Activities</i></p> <p>“When Hafiz asked for volunteers to come in front to choose one of the clothes and describe its the colour and feature, most of his Year 2 students put up their hands excitedly to try.”</p> <p><i>Seating Arrangement</i></p> <p>“Nate gave suggestion for group seating... he encouraged group seating instead of pairs or individual.”</p>
<b>Suzanna</b>	<p><i>Extrinsic Motivation</i></p> <p>“...she tells the students, if they behave and try to read the sentence on the board, she will reward them with points. The student with the highest points will be given the UHT milk.”</p>
<b>Theme 3: Methodology</b>	
<b>Cases</b>	<b>Subthemes / Excerpts</b>
<b>Farhan</b>	<p><i>English as a Medium of Classroom Instruction</i></p> <p>“But when dealing with the foreigner, the children automatically know that this teacher cannot give instruction in Malay, so they will adapt themselves, put extra effort to understand what the mentor said.”</p> <p><i>Emphasizing Reading Skills</i></p> <p>“...for me, the young learners should be able to read first in order to master the language.”</p>
<b>Nadya</b>	<p><i>The use of First Language in the Classroom</i></p> <p>“Nadya asks again, “What is fat” and acts out the adjective fat at the same time. Students answer, “Gemuk!!” Nadya nods her head.”</p> <p><i>More than just Writing</i></p> <p>“It is not just you can write and you can read, but also you exercise, you can move, and you can draw and you can paint, and you can create things...”</p>
<b>Hafiz</b>	<p><i>Total Physical Response Approach (TPR)</i></p> <p>“But once I have a mentor, he observed my lesson and gave feedback, at he suggested some changes – include TPR... more TPR, more TPR!”</p>
<b>Suzanna</b>	<p><i>English as the main medium of classroom instruction</i></p> <p>“I was like ‘Wow! So amazing!’ Although I didn’t translate Stella’s instruction to the students, the students could understand it. That means, the students can understand if the teach use English.”</p> <p><i>Communicative Language Teaching (CLT)</i></p> <p>“He encourages us to prepare lessons that make students use the language – such as speaking activity.”</p>

<b>Theme 4: Teaching Materials</b>	
<b>Cases</b>	<b>Subthemes / Excerpts</b>
<b>Farhan</b>	<i>Teacher-made materials</i> “The mentors distributed recycled boxes and tape to teachers for the next activity. They use the box to make giant dices.”
<b>Nadya</b>	<i>More than just textbook</i> “...do something more interesting. For example, if you are teaching reading, instead of using the normal cards, use videos. For example, there is one video in YouTube – Alphablocks...”
<b>Hafiz</b>	<i>Authentic versus non-authentic materials</i> “But for the native speaker mentors, they don’t really prefer authentic materials they prefer readily available teaching resources that are meant for kids.”
<b>Suzanna</b>	<i>Concrete Experience</i> “So he said, let the students experience the activity. Let they themselves do the activities. So, as a teacher I need to provide concrete experience for the kids. I have to make extra effort,”  <i>Personalization</i> “Don’t teach using examples that are not familiar to them. Choose something that is familiar to them.”
<b>Theme 5: Reflective Practice</b>	
<b>Cases</b>	<b>Subthemes / Excerpts</b>
<b>Farhan</b>	<i>Reflect</i> “Because sometimes, being a teacher is not just you go to school, teach and go back. It is not like that. Sometimes, we have to at least check your knowledge, check your performance, check how you’re doing things in school, in class, reflect what you are doing.”  <i>Equate</i> “When you are in TPD class, you will be surrounded by other teachers, sometimes you can check, where you stand now... you can compare yourself with other teacher actually.”
<b>Nadya</b>	<i>Evaluate</i> “...you will think, ‘I’ve done this and it is not working, so I should find something else’.”
<b>Hafiz</b>	<i>Merely for documentation</i> “Supposedly, we should fill in the second section at the beginning of the following TPD session – to reflect whether we succeed in using the method that we were taught to use. But we never do that... so it is not properly done... we just do it only for the sake of documentation.”
<b>Suzanna</b>	<i>Valuable Feedback</i> “After the observation, there will be one-hour reflection. So, during the reflection, they will highlights on my teaching strengths...”

### 4.3.3 Novice Teachers' Professional Identity Formation

This category provides a cross case analysis that discusses the third research question 3) in what way does the novice teachers' professional identity formation change after the Native Speaker Programme? It addresses the *identity* dimension in *Furnished Imagination*, a construct proposed by Kiely and Askham (2012), which is also the key construct that outlines the conceptual framework in the present study. This category will discuss the five themes emerged; a) accountability, b) compassion, c) self confidence, d) nonnativeness and, e) contentment, by comparing similarities and differences of subthemes in each single case. Table 4.4 presents an annotated matrix for this third category. It consists representative excerpts from data sources detailing emergent themes according to subthemes.

Firstly, the findings of the study indicated that the Native Speaker Programme changed novice teacher's professional identity formation particularly in developing their sense of accountability towards their roles as primary school ESL teachers. Three out of the four participants believed that their participation in the Native Speaker Programme assisted them to embrace their accountability as ESL teachers. For Farhan, the Native Speaker Programme helped him to be more responsible about his duty as an ESL teacher. On the other hand, Nadya felt that the programme instilled passion towards teaching career in her. Meanwhile for Suzanna, she discovered that her participation in the programme facilitated her to be more conscientious about her duty as an ESL teacher. However, Hafiz stated that the Native Speaker Programme played minimal role in assisting him to develop sense of accountability towards his teaching profession. Instead, it was his mother and colleagues who helped him to understand and embrace his role as an ESL teacher in rural primary school.

Secondly, the finding of the study suggested that the Native Speaker Programme changed novice teachers' professional identity formation as they become more

compassionate towards their students. The Native Speaker Programme fostered compassion in novice teachers through different ways. For Farhan, his participation in the Native Speaker Programme inspired him to be more approachable towards her students. Meanwhile for Nadya, she was able to develop a better understanding about her students through her participation in the programme. Similarly, the programme enabled Hafiz to develop more empathy towards his students. On the other hand, the Native Speaker Programme motivated Suzanna to be tolerant toward her low proficiency students, to build good rapport with her students, as well as to have faith in her students' potentials.

Thirdly, the findings of the study showed that the Native Speaker programme change the novice teachers' professional identity formation by empowering them with self-confidence. All of the participants believed that their participation in the programme helped them to develop their self-confidence. For Farhan, the programme enhanced his self-confidence as he viewed himself as an expert of field. Similarly, Nadya felt that the programme developed her to be a better teacher. As for Hafiz, despite the struggles that he was still facing, the programme allowed him to retrieve his self-confidence, as he felt appreciated through positive feedback that he received from his colleagues on his efforts. On the other hand, the programme boosted Suzanna's self-confidence as it provided her with certainty that she was on the right track. In addition, the programme enhanced her self-confidence as she felt more secure with her new working environment as well as respected by her mentors.

Fourthly, the findings of the study revealed that the Native Speaker Programme changed novice teachers' professional identity formation as it indirectly encouraged the novice teachers to embrace their 'nonnativeness'. All of the participants did not wish to achieve native-like accent, as they believe such level of fluency is not necessary in their context. For Farhan, his involvement in the Native Speaker Programme inspired him to

embrace his identity as a non-native ESL teacher, when he realized having a native-like accent could make one's speech incomprehensible to others. Nevertheless, he felt that it is necessary for him to practice his English speaking skills as he considered being able to communicate well in English as an important part of identity of an ESL teacher. Similarly, Suzanna did not feel compelled to have native-like accent although she agreed that having such accent enabled an ESL teacher to earn more respect from the students. Like Farhan, Suzanna believed it is important for her to maximize the use of English in her daily life as it improves her image as an ESL teacher. On the other hand, Nadya participation in the Native Speaker Programme made her realize that English is just for communication and it does not exclusively belong to the native speakers. Hence, she rejected the idea of being a 'Mat Salleh' as her mentor encouraged her to embrace her identity as a non-native ESL teacher. As for Hafiz, his participation in the Native Speaker Programme motivated him to embrace his 'nonnativeness' when he discovered his strengths as a non-native ESL teacher over an NES teacher. However, he felt persuaded to adopt positive work ethics shown by his native speaker mentors as part of his professional identity as an ESL teacher.

Fifthly, the findings of the study indicated that the Native Speaker Programme changed novice teachers' professional identity formation as it transformed novice teachers' perception about their job as an ESL teacher. All of the participants discovered that their participation in the Native Speaker Programme enabled them to have a positive perception about their teaching profession, as they felt more content with their career as primary school ESL teachers. For Farhan, he felt more satisfied with his teaching performance throughout his participation in the programme. Similarly, Nadya felt satisfied with her profession as she learnt to be more resourceful throughout the programme as well as because her mentor recognized her authority as an ESL teacher. In addition, Nadya felt more content with her job as an ESL teacher as started

to develop love for teaching during her participation in the programme. As for Hafiz, although he was not entirely satisfied with his capacity as an ESL teacher, the programme enabled him to be quite content with his profession by encouraging him to be more optimistic about his potential as an ESL teacher. On the other hand, Suzanna's participation in the programme made her feel content with her job as an ESL teacher in a rural primary school when she realized that teaching low proficiency students is actually a rewarding career.

Additionally, the findings of the study suggest that the participants experience a process of transformative learning during the Native Speaker Programme. This transformative learning led to their identity changes, which had not been achieved during their earlier teacher preparation process in the universities, teacher training colleges, and during practicum. In Farhan's case for example, from a preservice teacher who attended class and lecture merely to "earn my degree" and "for the sake of exam", Farhan transformed into an ESL teacher who strongly believes that he is now the "expert of the field" as a result of the transformative learning throughout the Native Speaker Programme. Similarly in Nadya's case, from a preservice teacher who used to consider teaching as her 'last choice of profession' and was forced by her father to enrol into the TESL Bachelor's Degree programme, Nadya's identity was transformed throughout the Native Speaker Programme into an ESL teacher who loves teaching and finds teaching as a rewarding profession.

Thus, the findings of the study for this third category revealed five main conclusions. First, mentoring promotes positive personal values to novice teachers. This conclusion is drawn based on the findings that the Native Speaker Programme promoted sense of accountability to the novice teachers as well as instilled them with compassion towards their students. Second, mentoring empowers novice teachers' self-confidence. Third, the native-nonnative interactions encouraged novice teachers' to embrace their



‘nonnativeness’. Fourth, mentoring promotes positive perception on teaching career among the novice teachers. Fifth, this study proposes a construct that explains the interrelationship between ESL teachers’ professional knowledge, identity, and practice. All these five conclusions in this third category will be further discussed with reference to related literature in Chapter 5.

**Table 4.4: Annotated Matrix of Category 3 – Novice Teachers’ Professional Identity: Representative Excerpts from Data Sources Detailing Emergent Themes According to Subthemes**

<b>Theme 1: Accountability</b>	
<b>Cases</b>	<b>Subthemes / Excerpts</b>
<b>Farhan</b>	<i>Responsible</i> “Up till now, I have not missed the TPD class intentionally. Even if I overslept also I will come... a little late.”
<b>Nadya</b>	<i>Passionate</i> “...being an educator means to make sure that your students understand what you have thought, they use the language, and you care about things inside and outside the classroom.”
<b>Hafiz</b>	<i>Demotivated</i> “But, the students did not appreciate my effort. They just take it for granted. So that’s very frustrating.”
<b>Suzanna</b>	<i>Conscientious</i> “Because, when I come to the workshop, I bring together my kids in my thoughts. Meaning that the workshop is not just for me, but also for my students, especially my school.”
<b>Theme 2: Compassion</b>	
<b>Cases</b>	<b>Subthemes / Excerpts</b>
<b>Farhan</b>	<i>Approachable</i> “So, I also have to be a bit motherly. Not fatherly although I am a man because fathers also sometimes are a bit strict.”
<b>Nadya</b>	<i>Understanding towards the students</i> “...frankly, this area they came from families that are...really doesn’t care about their kids’ education. So...if they don’t have the interest, then it is gonna be one big problem for me to teach them.”
<b>Hafiz</b>	<i>Empathy towards the students</i> “Last year, I just want to finish my part. But now, more on to cater to the students’ ability. For example, this is the maximum level of the students can reach, so be it, I just make the best out of it...”
<b>Suzanna</b>	<i>Tolerant</i> “So the mentors remind me, make sure I monitor the weak ones. Make sure they get what I teach, to be more compassionate with those lower proficiency students. Don’t ignore them because that is unfair.”  <i>Good Rapport</i> “Before this, they are scared of me, so we are not so close to each other. But now, I can really see that the students are more confident in class, they are not afraid to try.”

	<p><i>Faith</i></p> <p>“We have to trust the kids. We have to believe that they can do it. Despite their true ability, just do it...”</p>
<b>Theme 3: Self-confidence</b>	
<b>Cases</b>	<b>Subthemes / Excerpts</b>
<b>Farhan</b>	<p><i>Expert of the field</i></p> <p>I did also give us the confidence as an English teacher because I know what I am doing now. I can teach.</p>
<b>Nadya</b>	<p><i>A better teacher</i></p> <p>“Because I have the base, I have the good foundation, and then, this mentor help me to exploit my base – to have a better me and a better teaching and learning process.”</p>
<b>Hafiz</b>	<p><i>Appreciated</i></p> <p>“Because I feel appreciated they like our activity.”</p>
<b>Suzanna</b>	<p><i>On the right track</i></p> <p>“I think I am more confident now. I think I’m on the right track. Throughout the 3 years being in the programme, I know my strengths and weaknesses.”</p> <p><i>Secure</i></p> <p>“Comfortable with the kids and schools. Because if you are not comfortable with your school, with the teachers, with the admin or the kids, your heart is not in the school, I don’t think that’s good.”</p> <p><i>Respected</i></p> <p>“They never condemn to demoralize us and they are not actually give only good comments to please you.”</p>
<b>Theme 4: ‘Non-nativeness’</b>	
<b>Cases</b>	<b>Subthemes / Excerpts</b>
<b>Farhan</b>	<p><i>Embracing ‘non-nativeness’</i></p> <p>“...with the slang, you will make yourself incomprehensible to others in Malaysian context.”</p>
<b>Nadya</b>	<p><i>Not a ‘Mat Salleh’</i></p> <p>“Victoria let us be ourselves, she let us be Malaysians, she doesn’t push us to have native like accent. She encourages us to use the language in our own way.”</p>
<b>Hafiz</b>	<p><i>Strengths of non-native ESL teacher</i></p> <p>“...the native speaker mentors, they don’t really know what kind of kids that we have.”</p> <p><i>Positive work ethics</i></p> <p>“Very punctual. So, that is something good that we can adopt into our work ethics.”</p>
<b>Suzanna</b>	<p><i>Speak more English</i></p> <p>“Although I don’t speak hundred percent in English but I need to use the language more. I cannot be just using mother tongue all the time.”</p>
<b>Theme 5: Contentment</b>	
<b>Cases</b>	<b>Subthemes / Excerpts</b>
<b>Farhan</b>	<p><i>Satisfied</i></p> <p>“I am quite satisfied with what I have done, but I can always do more actually. I can always do more actually. But for the time being, for what I have done, and for the majority of the children in my class, I think they got it. They can at they least read.”</p>

<b>Nadya</b>	<p><i>Satisfied</i></p> <p>“So it’s like having these kinds of materials make you spending less time making things when can just easily grab it and plan your lesson, and teaching in the classroom.”</p> <p><i>Love Teaching</i></p> <p>“...during the first year of teaching, it really change me in terms of that I tend to love this profession more...”</p>
<b>Hafiz</b>	<p><i>More Optimistic</i></p> <p>“Compared to last year, I was angry all the time. I scolded my students a lot because I was upset. But this year, I am more lenient... I don’t want my students to feel stress and I don’t want to cause stress to myself.”</p>
<b>Suzanna</b>	<p><i>A rewarding career</i></p> <p>“Because when I get unexpected feedback from the kids, I think teaching English is fun. When they get what I taught, it is really rewarding.”</p>

#### 4.4 Conclusion

This chapter discussed the analysis of the study. The first part of the section provided the description of the within-case analysis. As for the second part of the section, the findings of the cross-case analysis were presented. In the next chapter, summary of the problem statement, methodology, and the key findings of the study will be discussed. This will followed by conclusion and discussion of the findings with respect to prior related research and the implications of the study will also be included.

## **CHAPTER 5: SUMMARY, CONCLUSION AND DISCUSSIONS, AND IMPLICATIONS**

### **5.1 Introduction**

This chapter presents the summary of the problem statement, methodology, and the key findings of the study. This is followed by conclusion and discussion of the findings with respect to prior related research. Finally, this chapter discusses the implication of the study on the body of knowledge, theoretical implication for Second language Teacher Education (SLTE), pedagogical implication for participating novice ESL teachers, practical implication for SLTE, and implication for future research.

### **5.2 Summary of the Problem Statement, Methodology and Key Findings**

This study explore the influences of a mentoring programme, the Native Speaker Programme, on novice ESL teachers' professional knowledge construction, professional practice, and professional identity formation. Although much research has gone into the benefits of mentoring particularly on the novice teachers, the relationship of mentor and the novice teachers as well as the impacts of mentoring on the novice teachers, there is lack of research that examines the influences of pairing a NES mentor with NNES novice teachers on the novice teachers' learning experience. Although literature on novice teachers has been well documented in general education, not many research are conducted in the area of second language teaching (Borg, 2010; Farrell, 2008; J. C. Richards & Pennington, 1998). Additionally, Mann & Tang (2012, p.472) argued that most of the studies discuss novice teachers' experience in their first year of teaching 'in one snapshot' hence, little attention is given to their professional development and transformation during their first year of teaching. Moreover, although teachers' knowledge, practice, and identity are enacted in classroom contexts, each dimension is

examined separately. Hence, there is scarce literature that connects all of the three dimensions.

Drawing on a recent construct by Kiely and Askham (2012), *Furnished Imagination*, this study explores the influences of a newly implemented mentoring programme, the Native Speaker Programme on four novice ESL teachers' learning experience in their first years of teaching. In this study, the novice teachers' learning experience in Native Speaker Programme was explored by examining the influences of the programme on the novice teachers' professional knowledge construction, teachers' professional practice and teachers' professional identity formation. Employing a multiple case study, the data collection techniques of this study included in-depth interview, observations, and document analysis. The data were analysed manually to get the feel of the data and described in order to explore the influences of the Native Speaker Programme in the novice teachers learning experience, particularly on teachers' professional knowledge construction, teachers' professional practice and teachers' professional identity formation.

The study found that the Native Speaker Programme contributed to novice ESL teachers' professional knowledge through five ways. First, the Native Speaker Programme bridged the gap between her pre-service training and the real classroom. Second, the programme expanded novice teachers' knowledge-base as ESL teachers. Third, the programme enabled novice ESL teachers to construct their professional knowledge support from their accommodating mentors. Fourth, the native speaker mentors provided the novice teachers with their expert guidance. Fifth, the Native Speaker Programme contributed to novice teachers' professional knowledge by providing her the opportunity to engage in enriching learning activities.

In addition, the findings indicate that the Native Speaker Programme contributed to novice ESL teachers' professional practice as an ESL primary school teacher in five aspects. First, the Native Speaker Programme influenced the novice teachers' classroom management. Second, the programme influenced their ways of motivating their students. Third, the Native Speaker programme influenced their teaching methodology. Fourth, it influenced novice teachers' selection of teaching materials. Fifth, the programme influenced the novice ESL teachers' practice by encouraging them to engage in reflective practice.

Finally, the findings of the study found that, the Native Speaker Programme enabled the novice ESL teachers to experience changes in their professional identity formation through five ways. Firstly, it encouraged them to embrace their accountability as ESL teachers. Secondly, the programme instilled compassion in them. Thirdly, the Native Speaker Programme enhanced their self-confidence. Fourthly, the programme encouraged the novice teachers to embrace their identity as non-native English teachers. Fifthly, the Native Speaker Programme fostered their contentment about their teaching profession.

### **5.3 Key Findings, Discussions and Implications to the Body of Knowledge**

The present study can be considered as Phase 1 Research according Borko's (2004) review on existing literature on professional development programmes and their contributions in informing high quality teachers' professional development. Phase 1 research is characterised as studies that highlight on a single professional development programme by examining its elements and how it influences teachers' knowledge construction and transformation. Phase 1 research is valuable as it provides a thorough documentation of the influences of the programme on teacher learning and comprehensive understanding of the planning and the implementation of the

programme. Therefore, the examination of teacher learning resulting from participation in a professional development programme in this study contributes to the body of knowledge particularly on the influences of a professional development programme on novice ESL teachers' professional knowledge, identity, and practice.

### **5.3.1 Mentoring Bridges the Gap between Pre-service Education and In-service Development**

According to Farrell (2012), the gap between pre-service training and real classroom contributes to teacher attrition where novice teachers decided to leave teaching profession too early before they ever realize the actual rewarding experience of being a teacher. This is because, novice teachers experience 'reality shock' (Veenman, 1984) as they discover that the knowledge and skills that they have learnt during pre-service training are not applicable in the real classroom (Shin, 2012). Hence, the novice teachers must juggle two challenging tasks simultaneously – to teach and to relearn how to teach (Wildman, Niles, Magliaro, & McLaughlin, 1989). Since these two tasks appear to be daunting for most of novice teachers (Fradd & Lee, 1997; Peacock, 2009), mentoring is proposed as one of the strategies in bridging the gap between novice teachers' pre-service education and in-service development to provide support for novice teachers as well as to reduce teacher attrition (Farrell, 2012).

The present study detailed the roles of mentoring in bridging the gap between novice teachers' pre-service education and in-service development. The findings of the study identified four ways of how the Native Speaker Programme contributed to novice teachers' professional knowledge construction by bridging the gap between their pre-service education and in-service development – through revisiting existing knowledge, closing theory-practice gap, complementing existing knowledge, as well as reinforcing existing knowledge. According to Farhan, his participation in the programme allowed

him to revisit the forgotten knowledge that he had learnt during his pre-service training. On the other hand, Nadya stated that the programme provided her with practical input that was readily available to be employed into her lessons. Hence, practical input presented in the Native Speaker Programme supplemented her existing theoretical knowledge that she gained from pre-service education. As for Hafiz, he believed the programme complemented his existing knowledge with additional knowledge and skills. On the other hand, Suzanna discovered that the programme bridged the gap between her pre-service training and the real classroom by reinforcing her existing knowledge that she gained during pre-service training with new knowledge.

Complementary to the findings of the present study, Richards (1998) argued that novice teachers do not immediately employ the knowledge that gain during their pre-service education into their real classroom. Instead, they need to build and rebuild new knowledge by participating in activities that contributes to their professional knowledge construction in their own context. Although the present study did not attempt to compare the effectiveness between novice teachers' pre-service education and the Native Speaker Programme, most of the participants acknowledged the positive impact of their participation in the Native Speaker Programme in assisting them to confront the challenges of the first year of teaching. In the same way, the findings in Azure's (2015) study discovered that the learning process of novice teachers in mentoring programme is more effective than during pre-serving training in preparing well-equipped teachers who are ready to embark their new journey in teaching profession.

Hence, the present study extends the related scholarship on mentoring by particularizing the roles of mentoring programme in bridging the gap between their pre-service education and in-service development. This study proposed that, mentoring bridges the gap between novice teachers' pre-service education and in-service



development in four ways - by revisiting existing knowledge, closing theory-practice gap, complementing existing knowledge, as well as reinforcing existing knowledge.

### **5.3.2 Mentoring Forms, Informs, Reforms, and Transforms Novice Teachers' Knowledge-base**

Mentoring provides support for novice teachers to increase their knowledge base (Maldarez, 2009; Reid, 2010; Vaught, 2010). As explained by Halai's (2006) study, although the teacher preparation programmes in Pakistan were not able to produce knowledgeable teachers, new teachers could develop their knowledge through mentoring. This is because, when new teachers maintained their role as learners who were willing to learn from their mentors, they were able to enhance their content knowledge as they benefit from their mentors' expertise. Similarly, Hudson (2005) argued that, new teachers managed to increase their pedagogical knowledge through the assistance from their mentors. Likewise, the findings from Reid's (2010) study suggested that mentoring programme reinforced new teachers' knowledge particularly on general pedagogical knowledge and pedagogical content knowledge. Correspondingly, the findings of the present study show similar results as all of the participants reported that the Native Speaker Programme contributed to their pedagogical content knowledge particularly on teaching language skills and component, the use of first language in classroom, development of teaching and learning resources, and effective language learning environment. Moreover, one of the participants, Nadya, asserted that her participation in the Native Speaker Programme allowed her to broaden her general pedagogical knowledge as her mentor assisted her on lesson planning and classroom management.

In addition to general pedagogical knowledge and pedagogical content knowledge, the findings of the present study suggested that mentoring facilitate ESL

novice teachers in contributing to their knowledge about language, knowledge about students, knowledge about context, and process knowledge. All of the participants in this study agreed that their participation in the Native Speaker Programme helped them in expanding their knowledge about language specifically on grammar, pronunciation, and speaking skills. Furthermore, three out of four participants in this study asserted that the Native Speaker Programme assisted them in enhancing their knowledge about students particularly in understanding the suitable teaching approach for young ESL learners, recognizing differences in ESL students' abilities and preferences as well as motivating low proficiency ESL students. Moreover, one of the participants in the study, Nadya, reported that the Native Speaker Programme allowed her to enhance her knowledge about context when her mentor conducted a discussion on the use of Malaysian Colloquial English (Manglish), which is an English-based creole spoken in Malaysia, and highlighted how few words and phrases that were frequently used by Malaysians carried different meanings to the English native speakers. Also, one of the participants in the study, Hafiz, asserted that the Native Speaker Programme increased his process knowledge as he learned about Benne and Sheats' Group Roles and SWOT framework for peer reflection.

In addition, the findings of the present study suggested the Native Speaker Programme contributed to novice teachers' professional practice by informing, forming, reforming and transforming their professional knowledge. The present study proposed that, mentoring informs novice teachers' professional knowledge when it only notifies their existing knowledge without making any change. On the other hand, mentoring forms novice teachers' professional knowledge when it imparts new knowledge for novice teachers. In contrast, mentoring transforms novice teachers' professional knowledge when it replaces novice teachers existing knowledge with new ones. Conversely, mentoring reforms novice teachers' knowledge when it adds and improves

their existing knowledge. Hence, the present study is grounded in Dewey's (1938) educational philosophy, which proposed that teachers construct their knowledge about teaching and learning by connecting and responding to their experiences in social contexts. Likewise, Freeman and John (1998 p.401) argued that "teachers are not empty vessels waiting to be filled with theoretical and pedagogical skills," since their pedagogy are informed and formed by their existing schemata based on their prior experiences and beliefs. Table 5.1 describes how the Native Speaker Programme informed, formed, reformed, and transformed the novice teachers' professional knowledge.

**Table 5.1: Ways of Mentoring Influences Novice Teachers' Professional Knowledge**

<b>Ways</b>	<b>Descriptions</b>
<b>Inform</b>	<p><b>Mentoring notifies novice teachers' existing knowledge.</b>  Examples:  The Native Speaker Programme assisted Farhan to maintain his English proficiency as it provide him the opportunity to practice his speaking skills with his native speaker mentor.</p> <p>The Native Speaker Programme helped Hafiz to conserve his knowledge about grammatical rules.</p>
<b>Form</b>	<p><b>Mentoring imparts new knowledge for novice teachers.</b>  Example:  The Native Speaker Programme enabled Farhan to form new knowledge about teaching pronunciation as he was 'not really exposed to' to the teaching of pronunciation during his pre-service training.</p> <p>Suzanna was able to form new knowledge in implementing the new KSSR curriculum with the help from her native speaker mentor.</p>
<b>Transform</b>	<p><b>Mentoring reconstruct novice teachers' professional knowledge. Certain knowledge are completely deleted and replaced with new ones.</b>  Examples:  The Native Speaker Programme reconstructed Nadya's knowledge on certain English language use in Malaysia. It highlighted how few words and phrases that were frequently used by Malaysia carry different meanings to the native speakers and indicated some words and phrases (outstation, going back, finish, etc.) that were often misused by Malaysians.</p> <p>The Native Speaker programme helped Suzanna to reconstruct her existing knowledge about ESL students. Her prior knowledge on ESL students that was formed based on her pre-service training and practicum in urban schools did not match the reality of her present students in rural schools.</p>
<b>Reform</b>	<p><b>Mentoring adds and improves novice teachers' existing knowledge.</b>  Example:  The Native Speaker programme enabled Nadya to develop better understanding about her students as her mentor helped her to recognize her students' differences in ability, learning styles and preferences.</p>

	The Native Speaker Programme extended existing knowledge on drama activities. From just knowing what certain drama activities are about, Hafiz gained more understanding on how to carry out those drama activities through the programme.
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Thus, the present study contributes to the literature by adding knowledge about language, knowledge about students, knowledge about context, and process knowledge as the types of knowledge that novice ESL teachers could gained from ESL mentoring programme aside from general pedagogical knowledge and pedagogical content knowledge as identified by existing literature (Halai, 2006; Hudson, 2005; Reid, 2010) In addition, this study argued that mentoring contributes to novice teachers' professional knowledge construction by forming, informing, reforming and transforming their knowledge-base. Hence, the present research contradicts the findings suggested in Ong and Lin's (2015, p.56) study which stated, "the mentees (in the Native Speaker Programme) felt that it was a waste of time to attend (TPD) workshops because they could not gain anything beneficial".

Nevertheless, although it is evident in the present study that the participants' professional knowledge is 'furnished' by a mentoring programme, the Native Speaker Programme, it is possible that it was not the only furnishing source that shaped novice teachers' professional knowledge. As Borg (2003) points out, the teacher's practical knowledge could also be shaped by various background sources besides professional coursework, such as; teaching experience, disciplinary knowledge, apprenticeship of observation derived from time spent in school, personal characteristics, frequency, nature of reflection, and the school context.

### **5.3.3 Condition for Effective ESL Mentoring: Mentors' Personal Qualities**

In many studies (Delaney, 2012; Leaver & Oxford, 2001; Malderez & Bodoczky, 1999) personal qualities that describe effective mentor includes responsible, supportive and having non-confrontational style. In addition, the establishment of academic and emotional support has been regarded as the fundamental elements of mentoring in numerous studies (Beck & Kosnik, 2002; Ferrier-Kerr, 2009; Jacobi, 1991; Rajuan, Beijaard, & Verloop, 2007). Similarly, the findings of the study concluded seven positive traits of ESL mentors that serve as an important condition for effective mentoring. They are; thoughtful, dedicated, considerate, committed, unthreatening, motivating, and helpful.

In the present study, Farhan believed that his mentor's thoughtfulness enabled him to maximize his learning throughout the programme. According to Farhan, he was comfortable with Sally's mentoring style because it brought positive vibes during activities and making it stress-free for Farhan. For Farhan, Sally was more than just a mentor to him, she was a friend. The good relationship that was established between Sally and Farhan allowed them to communicate well with each other hence, making the mentoring activities more effective. Therefore, this finding corroborates work of Izadinia (2015), Beck & Kosnik (2002) Zanting, Verloop, & Vermunt, (2001) which highlights communication, authenticity, encouraging gestures and trust as important components of effective mentoring programme.

In addition, studies (Feiman Nemser, 2001; Hascher et al., 2004; Maynard, 2000; Rippon & Martin, 2006) show that the establishments of emotional and psychological support are essential in ensuring effective mentoring so that the mentees feel welcome, accepted and included. In this present study, the emotional and psychological supports were provided by the mentors particularly for Nadya and

Suzanna. Nadya regarded her mentor, Victoria, as dedicated as she exhibited great enthusiasm in helping Nadya to confront challenges that she faced as a novice teacher. In addition, Nadya considered her Victoria as a very considerate mentor as she allowed her mentees to bring along their children to the TPD workshop as well as arranged for some activities and refreshment for the children. As a result, Nadya felt motivated to participate actively in the programme.

Similarly, Suzanna's mentors provided her with adequate emotional support by motivating her extrinsically as well as through words of encouragement. Besides motivating, she regarded her mentors as helpful as they would always be available for her. Whenever she had doubts, she could easily contact her mentors through phone calls, text messages or emails for their opinions. Pitton (2006), asserted that novice teachers feel tremendously stressed just because they are encountering new experience. Hence, it is important for mentors to address novices' reaction to the new experience and provide them with adequate emotional support. Moreover, number of studies (Adey, 1997; Harrison, Dymoke, & Pell, 2006; Johnson et al., 2005) define effective mentor for their willingness to make time for their mentees: by having frequent meetings and being available for the mentees even for informal discussion after the school hours.

Additionally, strong emotional connection between mentors and mentees is essential as a condition for effective mentoring since it promotes scholastic competence and boosts self-esteem among the mentees (Deutsch & Spencer, 2009). On the other hand, distant relationships between mentor and mentees hinder such positive outcomes (Izadinia, 2015, DuBois & Neville, 1997; Grossman & Rhodes, 2002). In the present study, this scenario was reflected through Nadya's brief experience working with Mark as well as Hafiz's unpleasant experience witnessing Patrick losing his temper during TPD workshop. For Nadya, the daunting remarks given by Mark for her minor mistakes made her felt demotivated to participate in the programme. As for Hafiz, although he

felt thankful that his mentor, Nate, was not as intimidating as Patrick, he felt there was a barrier between him and his mentor. This is because, Hafiz considered Nate as a serious person, who always kept things too professional and too formal between himself and his mentees. As a result, Nate's attitude created resistance from Hafiz's part to seek for his advice regarding the struggles that he faced as a novice teacher.

Additionally, these less positive experiences suggest asymmetrical power relations between the NES mentors (Patrick, Mark, and Nate) with their NNEST mentees (Nadya and Hafiz), which is predictable in ELT settings (Phillipson, 2008; Ruanni Tupas, 2001). Davies (1991, p.166) argues that this binary separation of NES and NNEST is "power driven, identity-laden, and confidence-affecting". Additionally, Armour (2010) maintains that second language speakers have to deal with power struggles with native speakers, which often resulting in being downgraded by the native speakers. According to Wenger (1998), asymmetrical power relations can create an identity of nonparticipation and marginality. This is evident in the present study as Nadya was not motivated to attend Mark's TPD workshop while Hafiz was observed to have lower self-confidence and less effective classroom management as compared to other participants in the study.

Hence, this study confirms the cited research as effective mentors in the present study were described as being thoughtful, dedicated, considerate, committed, motivating, helpful and unthreatening in providing constructive feedback. In contrast, this study found that less positive personal qualities of mentors include as being inconsiderate and threatening. Nevertheless, the cited studies were from multidisciplinary background. Hence, the present study extends the literature as it highlights on positive mentor traits specifically for effective ESL mentoring programme and less positive mentor traits that hinder the effectiveness of an ESL mentoring programme.

#### **5.3.4 Conditions of Effective ESL Mentoring: Mentors' Roles**

In her overview of related scholarships on mentoring over the past decade, Delaney (2012, p.187) argued that, “a clear understanding of mentors’ roles in this new language teacher education paradigm is key to successful mentoring.” Additionally, there is a need for research on ESL mentoring to provide a better understanding on the effective roles of ESL mentors (Brown, 2001; Kissau and King, 2014). The present study postulated a thorough discussion on effective roles of ESL mentors. The findings concluded that among the effective roles of ESL mentors in assisting novice teachers’ professional knowledge construction include; as facilitator, speaking partner, source of reference, the native model, and agent of change.

As identified by Maldarez and Bodoczky (1999), mentors play important roles as ‘acculturators’ who assist mentees to embrace their profession in their particularized context, and as ‘supporters’ who facilitate mentees in undergoing an emotional change from their pre-service training to real classroom, by imparting necessary knowledge to them. Similarly, the findings of the present study suggested that, among the important roles of mentors in ensuring effective ESL mentoring were as facilitators and as agents of change. Farhan considered his mentor as facilitator who ‘shed some lights’ as he was struggling adjusting himself with his duty as an ESL teacher. Likewise, Suzanna regarded her mentor as the agent of change who assisted her in going through massive transformation, as she needed to deal with new changes pertaining to implementing the new KSSR syllabus and teaching low proficiency students. Both of these roles, facilitator and agent of change, are crucial in supporting the novice teacher in adapting their new responsibilities as ESL teachers.

Other effective roles of ESL mentors indicated by the findings of the present study are, as speaking partner and as the native model. Maldarez (2009) asserted that,



there is a need for literature on ESL mentoring to discuss the impact on the kind of language (mother tongue or target language) used in mentoring activities on proficiency development and maintenance for both mentor and mentee. In the present study, one of the participants, Farhan denoted the important role of his mentors as his speaking partner who assisted him in maintaining his English proficiency. On the other hand, two of the participants, Hafiz and Suzanna, recognized the native speaker model as among the valuable roles of their mentors in assisting them in constructing their professional knowledge. For both Hafiz and Suzanna, their mentor's native speaker status boosted their credibility as the experts of the English language for them to emulate. These findings were in line with arguments from several researchers (Foster, 1999; Roehrig et al., 2008; Hobson 2008) who emphasize the role of mentors as the experts who are able to model excellent professional practice. Moreover, the findings of the study support Abell et al. (1995) who asserted that, effective mentoring demands mentors to have adequate subject matter knowledge to allow mentees to have 'professional respect' for their mentors.

Another effective role of mentors in assisting novice teachers' professional knowledge construction as indicated by the findings in the present study was as the source of reference. One of the participants, Nadya, regarded her native speaker mentor, Victoria, as her ultimate source of reference who provided her with effective solutions and suggestions whenever she encountered difficulties related to teaching. Congruently, Delaney (2012) stressed that it is important for second language mentors to possess excellent knowledge on second language acquisition and language teaching methods in ensuring effective mentoring.

On the other hand, mentors without such knowledge would adversely affect the novice teachers' professional development (Weasmer & Woods, 2003). This supported the findings of the present research, which revealed about Hafiz's negative learning

experience working with mentors with inadequate understanding on ESL learners. Their inadequate understanding about ESL learners implies their lack of awareness about the differences in culture and epistemologies between the NES mentors and the NNES teachers. This resulting in the NES mentors' attempt to impose their beliefs on the effective English language learning according to their epistemology and culture onto the ESL learners. Consequently, Hafiz found the teaching and learning activities suggested by his mentors to be inappropriate due to "cultural differences and language abilities" and only "fifty per cent can be applied in Malaysian classroom". The issue of having lack understanding about ESL context is not new among native English speaking teachers (NESTs). In similar scenario, this issue is one of the most salient challenges faced by NESTs under JET programme (Japanese Exchange and Teaching) and EPIK programme (English Programme in Korea) as according to Carless (2006). In the present study, mentors' incompetency impeded Hafiz's professional development. As a result, Hafiz was still struggling with many aspects of teachings.

Therefore, the findings of the present study filled the gap in the literature as issued by several researchers (Delaney, 2012; Brown, 2001; and Kissau and King, 2014) by providing a better understanding of effective roles of ESL mentors which include; as facilitator, speaking partner, source of reference, the native model, and agent of change. In contrast, inadequate knowledge on ESL learners inhibits mentors from playing effective roles in supporting novice teachers' learning thus adversely affect the quality of ESL mentoring.

### **5.3.5 Conditions for Effective ESL Mentoring: Mentoring Strategies**

Richter and Kunter et al.'s (2013) study have found that the effectiveness of mentoring programme in creating successful beginning for novice teachers lies on the quality of mentoring strategies rather than its frequency. In addition, mentoring

strategies that employ constructivist approach are superior in producing novice teacher who are effective, enthusiastic, satisfied, and contented, as compared to mentoring strategies that employed transmissive approach (Richter and Kunter et al., 2013). The present study confirms this finding since the participants identified constructivist mentoring strategies that promote communicative environment, demonstration, exchange of ideas, motivation, learning by doing, hands-on input, and peer teaching as effective in assisting their professional knowledge construction as compared to transmissive mentoring strategies such as lecture-based session on theoretical input and grammatical rules during TPD workshop.

One effective ESL mentoring strategy discovered in this study was the establishment of communicative environment. For Farhan, this strategy is important for his professional knowledge construction because as an ESL teacher who was teaching in rural area, this mentoring strategy allowed him to preserve his language proficiency by exercising his speaking skills with his mentor. According to Maldarez (2009), the use of target language in mentoring activities enable both mentor and mentee to develop and maintain their language proficiency. Additionally, participants in the present study, Farhan and Hafiz, identified demonstration and learning by doing as effective mentoring strategies that contributed to their professional knowledge on construction. Farhan asserted that, demonstration allowed him to gain good understanding of the suggested teaching and learning activities by emulating his mentors' teaching methods and strategies. For Hafiz, learning by doing allowed him to reinforce his learning process during the programme. This finding is supported by several researchers (Jacobi, 1991; Koerner, Rust, & Baumgartner, 2002) who pointed out the importance of mentoring activities in providing good examples of practice for novice teachers to follow.

According to Kissau and King (2014), recent literature on mentoring considered the encouragement of communication, teamwork, and reflection between mentees as an important trait of effective mentoring. Similarly, the findings of the present study concluded that one of the effective ESL mentoring strategies is to promote the exchange of ideas among participating teachers in the Native Speaker Programme. Two participants in the study, Nadya and Hafiz, asserted that the Native Speaker Programme contributed to their professional knowledge construction by collaborating, interacting and reflecting with other participating teachers in the programme. Likewise, researchers (Edwards, 1998; Hobson et al., 2009; Lee & Feng, 2007; Whisnant, Elliott, & Pynchon, 2005) argued that, novice teachers mentoring would be more effective if it promotes collegial learning culture where the teachers in similar or different schools are given the opportunity to interact with each other.

Furthermore, the findings of the present study suggested that mentoring strategies are more likely to be effective when it provides motivating learning environment the novice teachers. For two of the participants in the present study, Nadya and Suzanna, the use of interesting activities like games, drama, and role-play as well as positive reinforcements such as rewarding good behaviour with gifts and words of encouragement, motivate them to maximize their learning during the Native Speaker Programme. With regard to motivation, a number of studies (Foster, 1999; Lindgren, 2005; Valencic, Zuljan & Vogrinc, 2007) discovered that, in order for mentoring programme to be effective, it needs to cater the need of the mentees. Hence, mentoring strategies should acknowledge mentees learning style by providing suitable activities that cater their needs and preferences.

Moreover, the findings of the present study indicated that mentoring is most effective when it provides mentees with hands-on inputs. Suzanna stated that the hands-on inputs that were aligned with the new KSSR curriculum and applicable to her

classroom as presented by her mentors allowed her to use the inputs directly in her lesson. Similarly, Devos (2010) stated that, mentoring needs to address the contextual aspects of mentees so that it could produce effective new teachers who manifest specific teaching qualities that meet the aspiration of particular context.

Furthermore, the present study identified peer teaching as another effective ESL mentoring strategies that contributed to novice teachers' professional knowledge construction. Suzanna asserted that, through peer teaching, she was able to gain better understanding on the correct ways to conduct certain teaching and learning activities as she and her mentor would together plan, carry out, and reflect on the lessons. This finding supported several studies (e.g. Foster, 1999; Heilbronn, Jones, Bubb, & Totterdell, 2002; Hobson, 2002) that highlighted novice teachers' own experience in analysing the procedure involved in conducting effective lesson as the most valuable aspect in mentoring strategies. In addition, research (Jonson, 2002; Martin & Rippon, 2003; Schmidt, 2008) show that, valuable mentoring activities include the collaboration of both mentor and mentee in the process of teaching. This requires them to work together to reach a consensus when planning a lesson as well as to reflect on the conducted activities in positive and constructive ways in order to identify the strengths and weaknesses of the teaching and learning activities and ways to improve the lessons.

Hence, this study confirm the cited research as effective mentoring strategies were described as the ones that promote communicative environment, demonstration, exchange of ideas, motivation, learning by doing, hands-on input, and peer teaching. Nevertheless, the cited studies were from multidisciplinary background. Hence, the present study extends the literature as it highlights on effective mentoring strategies specifically in the context on ESL teachers' professional development.

### **5.3.6 Mentoring Informs, Forms, Reforms, and Transform Novice Teachers' Classroom Practice**

Generally, mentoring assist novice teachers in improving their practice classroom (Strong, 2009; Maldarez, 2009; Hobson et al., 2009; Orland-Barak, 2014). The findings of Evertson and Smithey's (2001) study on mentor-protégé relationships indicated that, mentoring assisted protégés to develop more efficient classroom routine, deliver clearer classroom instruction, enhance students' participation in teaching and learning activities, and reduce students' misbehaviour. In a recent study specifically in the field of Second Language Teacher Education, Kissau and King (2014) discovered that beginning teachers without mentors faced difficulty in planning their lesson as compared to teacher with mentors. Likewise, the findings of the present research suggested that mentoring facilitates novice teachers to adjust their classroom practice in order to accommodate the need of their particular context.

In the present study, it was evident that novice teachers' participation in the Native Speaker Programme contributed to their professional practice particularly on classroom management, ways of motivating students, teaching methodology, selection of teaching materials, and the engagement in reflective practice. Although this findings is somewhat similar to other research (Strong, 2009; Maldarez, 2009; Hobson et al., 2009; Orland-Barak, 2014; Evertson and Smithey, 2001) that disclosed the benefit of mentoring on novice teachers' practice, it is interesting to note that the findings of the present study suggested the Native Speaker Programme influenced novice teachers' professional practice by informing, forming, reforming and transforming their classroom practice.

The present study proposed that, mentoring informs novice teachers' professional practice when it only notifies their practice without making any change. On

the other hand, mentoring forms novice teachers' professional practice when it inculcates new practice for novice teachers. In contrast, mentoring transforms novice teachers' professional practice when it replaces novice teachers existing practice with new ones. Conversely, mentoring reforms novice teachers' practice when it adds and enhances their existing knowledge. Hence, the present study support claim by Vygotsky (1978) and Wenger (1998) who argued that the teachers' process of teaching and learning are socially negotiated, and persistently reconstructed within their environment as a result from diverse experience in social contexts. Table 5.2 describes how the Native Speaker Programme informed, formed, reformed, and transformed the novice teachers' professional practice.

**Table 5.2: Ways of Mentoring Influences Novice Teachers' Professional Practice**

<b>Ways</b>	<b>Descriptions</b>
<b>Inform</b>	<p><b>Mentoring notifies practice. No changes in practice take place.</b>  Examples:  Nadya's mentor advise her to change her classroom management practice and incorporate TPR activities to calm down her noisy class. However, she did not change her practice as she continued using caning to control her classroom.</p> <p>The Native Speaker Programme encouraged Farhan to emphasize on reading skills in the lesson. Since Farhan has always believed that reading is the most important language skills for ESL learner, the programme strengthens Farhan's belief and he continued focusing on reading skills.</p>
<b>Form</b>	<p><b>Mentoring inculcates new practice for novice teachers.</b>  Examples:  Hafiz's participation in the Native Speaker Programme developed a new strategy in motivating his students that is by using group-seating arrangement.</p> <p>Nadya's participation in the Native Speaker Programme facilitated her in forming new practice as she engaged in self-evaluation of the effectiveness of her teaching by relating what she had learned from her mentor with her current practice.</p>
<b>Transform</b>	<p><b>Mentoring replaced novice teachers' existing practice with ones. Certain existing classroom practices is completely deleted and replaced with new ones.</b>  Examples:  Before his participation in the Native Speaker Programme, Farhan used Malay as the medium of classroom instruction as he assumed his students could not comprehend English classroom instruction. However, he switched to using English as the medium of classroom instruction when he realized that his students were able to understand his native speaker's English instruction.</p> <p>Suzanna replaced her old practice, which was to use teacher-centred approach, with student-centred approach by incorporating more CLT activities in her lessons.</p>
<b>Reform</b>	<p><b>Mentoring adds and improves novice teachers' existing professional practice.</b>  Examples:</p>

	<p>Suzanna acknowledged the role of first language, Malay, in helping her to deliver clear classroom instruction. She still used Malay by translating certain English instruction to reinforce her students' understanding, although she modified her practice by from using completely Malay to using English as the main medium of classroom instruction.</p> <p>Hafiz has always been interested in developing his own teaching aids. His participation in the programme helped him to improve his ways of developing his own teaching aids as his mentors advised him to take into account about moral values, cultural awareness, and sensitivity of the students.</p>
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In addition, the findings of the study suggested that there was incongruence between novice teachers' knowledge on the ideal practice and their actual practice in the classroom. For example, although Nadya's mentor had informed her to incorporate the use of TPR activities to recapture her students' attention, Nadya continued her old practice, which was to use cane, as an 'easy' alternative to deal with students' misbehaviour in her large classroom. Borg (2009) maintained that teachers should not be blamed for the incongruence between their ideals and their actual practice because, teachers face many constraints from their settings, which hinder them from carrying out their anticipated practice. In Nadya's case, the constraints were caused by lack of support from her school superiors as they fail to allocate appropriate number of students in her low proficiency class. In addition to struggling with classes with large enrolment of students, Nadya experienced difficulty to place equal emphasis on all the four language skills; speaking, listening, reading, and writing, during her lesson as suggested by her mentor. This is because, her school superior insisted her to highlights on writing skills for her English lesson and wanted her to show evidences of teaching and learning activities that took place in the classroom in the forms of students' written work. According to Tilman (2005), school leaders play an important role in ensuring the success of the programme implemented in their school, as they should cooperate with the teachers and support them in conducting effective practice that they want to establish.



Thus, the findings of the present study contribute in few ways. It confirms the cited research that mentoring facilitates novice teachers to adjust their classroom practice in order to accommodate the need of their context particularly on classroom management, ways of motivating students, teaching methodology, selection of teaching materials, and the engagement in reflective practice. It enlightened the literature by proposing that mentoring influence novice teachers' professional practice by informing, forming, reforming and transforming their classroom practice. And, it extends the literature by explaining one cause of incongruence between teachers' ideal and their actual classroom practice.

Nevertheless, although it is evident in the present study that the participants' professional practice is 'furnished' by a mentoring programme, the Native Speaker Programme, it is possible that it was not the only furnishing source that shaped novice teachers' professional practice. As Borg (2003) asserts that, there is sufficient indication that teachers' experiences as learners can influence teachers in many ways throughout their careers including their practice. Additionally, studies (Nespor, 1987; Moran, 1996; Ulichny, 1996) suggested that teachers' early teaching experience, whether they are positive or negative, play an important role in shaping their professional practice as ESL teachers.

### **5.3.7 Mentoring Promotes Reflective Practice**

According to Burton (2009), reflective practice serves as a powerful tool that promotes teachers' life long professional development as it allows them to evaluate their teaching in order for them to improve their professional practice. Mentoring has a noteworthy role in the establishment of reflective practice among the teachers (Feiman Nemser, 2001; Franke & Dahlgren, 1996; Hobson et al., 2009; Bates, Drita, & Ramirez, 2011). Moran and Dallart (1995) argued that, mentors assisted mentees' in developing

their reflective skills in two ways – through demonstrating reflection on their own practice and through promoting the critical thinking skills among the mentees by continually question the effectiveness of mentees’ practice. Likewise, the finding of the present study suggested that mentoring is potentially powerful in assisting the novice teachers to engage in reflective practice.

In the present study, three out of the four participants believed that their participation in the Native Speaker Programme enabled them to engage in two kinds of reflective practice. First, supported reflective practice, where the mentors initiated novice teachers’ reflective activities by assisting novice teachers to reflect on their practice through templates of reflection, questionnaire and reflective journal. Second, independent reflective practice, where the novice teachers initiated their own efforts to reflect on their practice autonomously by immersing into critical thinking and analysing about their practice. For Farhan, his participation in the Native Speaker Programme encouraged him to engage in independent reflective practice. This is because, the programme inspired him to continually reflect on his performance by juxtaposing his practice with the input presented in the programme and by comparing his teaching performance with other participating teachers’ teaching performance. Ultimately, Farhan would make necessary adjustment to ensure that his practice was in line with standard established by his mentor and on the same par with his colleagues’. This finding is aligned with Hine’s (2000) assertion that argued that mentoring promotes reflective practice among mentees as it supported them to reflect independently, become metacognitively attentive, and develop into self-directed learners, by participating in social interaction in their context.

On the other hand, Nadya’s participation in the Native Speaker Programme encouraged her to engage in both independent and supported reflective practice. With regard to supported reflective practice, the Native Speaker Programme urged her to

recognize and reflect on the effectiveness of her teaching as well as to evaluate her current language proficiency through survey that her mentor conducted and through reflection form that she needed to fill out for each of her lesson. As for independent reflective practice, Nadya's participation in the Native Speaker programme inspired her to engage in self-evaluation of the quality of her teacher as she continuously questioned herself "Will they (the students) be entertained? Will they have fun? Will they learn?" (NIT3 – 95) In the same way, research in mentoring demonstrates that effective mentors assisted mentees' development of reflective skills by providing them with adequately stimulating tasks (Edwards, 1998; Harrison et al., 2006; Valencic Zuljan & Vogrinc, 2007) and by adequately training and supporting them to immerse into critical thoughts about their practice (Feiman Nemser, 2001; Franke & Dahlgren, 1996).

As for Suzanna, the Native Speaker Programme developed her reflective skills by providing her the opportunity to engage in supported reflective practice. This is because, her mentor facilitated her to identify strengths and weaknesses of her practice by giving constructive feedbacks of her lesson during discussions after each observed lesson and team teaching. In addition, her mentor provided her with evaluation forms with a list of criteria that she needed to meet to ensure the effectiveness of her lesson, which served as a guideline for her to reflect on the successfulness of her lessons. These allowed her to recognize her potential and limitation thus, enabling her to make necessary adjustment to improve her practice. Likewise, Pitton (2006) highlights the value of constructive feedback and discussion before and after classroom observation as essential reflection to ensure successful mentoring. Kissau & King (2014) asserted that, mentors should encourage mentee-generated discussion where mentees shared their thoughts about their experiences, process in making teaching decision, and uncertainties about their practice so that mentor can respond constructively to improve mentees practice.

However, the findings of the present study discovered that mentors also could hinder mentees to develop a positive attitude about the value of reflective practice. In Hafiz's case, his mentor disregarded the true value of reflective practice by carrying out reflective activities merely for the sake of documentation. Although, supported reflective practice were conducted where mentees were required to fill out reflective journal and questionnaire on their progress, Hafiz's mentor did not provide any response to mentees reflection. Not only that, Hafiz's mentor insisted that his mentees to give higher score in the questionnaire to show that they have progressed throughout the programme despite of the true reality of their actual performance. Hence, this gave Hafiz and other teachers' the impression that reflective practice is unimportant thus, underrating its true value. Likewise, numerous studies have shown that mentors have the tendency to place too much emphasis on their role in transmitting knowledge on teaching and learning to their mentees thus, neglecting their potential in promoting reflective practice which is important for their lifelong professional development (Hobson, et al., 2009). Hence, metaphorically, in Hafiz's case, his mentor only fed the mentees with fish but did not show them how fish.

Therefore, the findings of this study confirm the existing literature about the potential of mentoring in promoting reflective practice among the novice teachers. This study maintained that by promoting both supported and independent reflective practice among novice teachers, mentoring is able to support novice teachers' lifelong professional development. In addition, this study highlighted a scenario where a mentor's lack of awareness about the value of reflection adversely affected the mentees attitude towards reflective practice.

### **5.3.8 Mentoring Informs, Forms, Reforms, and Transforms Novice Teachers' Professional Identity**

Korthagen (2004) maintain that, due to the nature of identity transformation that is challenging and uncomfortable, teachers are less likely to experience major transformation in their teacher identity and usually, they only experience small change in their self-perception as teachers. Similarly, the findings in Borko and Mayfield's (1995) study suggested that, there was no significant change in the mentees' beliefs on teaching and learning or in their teaching approaches and methodology. Likewise, the findings of Izadinia's (2015) recent study on the roles of mentoring in shaping preservice teachers' professional identity suggested that, mentoring plays insignificant role in contributing to the mentees' professional identity formation as the only noticeable change that occurred as a result of mentoring was some improvement on mentees' self-confidence. However, the present study discovered different conclusion as the findings suggested that mentoring significantly contributed to the novice teachers' professional identity formation.

The present study concluded that, mentoring plays an important role in forming, informing, reforming, and transforming novice teachers' professional identity as it inculcates positive values to the teachers, empowers their self confidence, promotes positive perception on teaching profession, and inspires them to embrace their identity as nonnative ESL teachers. The present study proposed that, mentoring informs novice teachers' professional identity when it only notifies their existing identity without making any change. On the other hand, mentoring forms novice teachers professional identity when it creates new identity for novice teachers. In contrast, mentoring transforms novice teachers' professional identity when it replaces novice teachers existing identity with new ones. Conversely, mentoring reforms novice teachers' identity when it enhances their existing identity. Hence, the present study add support to

claims by several researchers that teachers' identity is dynamic and continuously co-constructed (Beijaard, Meijer, & Verloop, 2004; Hall, 1996; Miller, 2009;) in teachers' own context (Hobson, Ashby, Malderez, & Tomlinson, 2009, p. 207 Miller, 2009;) and is powerfully influenced by contextual factors (Flores, 2001; Cross and Gearon, 2007; Varghese, 2006; Johnson, 2003; Miller, 2007; Kemmis et al., 2014) which include the access to professional development (Miller, 2009; Cattley, 2007; Estola, 2003; Vavrus, 2009; Webb, 2005). Table 5.3 describes how the Native Speaker Programme informed, formed, reformed, and transformed novice teachers' professional identities by inculcating positive values to the teachers, empowering their self-confidence, promoting positive perception on teaching profession, and inspiring them to embrace their identity as nonnative ESL teachers.

**Table 5.3: Ways of Mentoring Influences Novice Teachers' Professional Identity**

<b>Ways</b>	<b>Descriptions</b>
<b>Inform</b>	<p><b>Mentoring notifies novice teachers' identity without any changes take place.</b></p> <p>Examples: Having the experience of working closely with English native speaker mentor did not prevent the novice teachers from embracing their identity as Non-native ESL teachers.</p>
<b>Form</b>	<p><b>Mentoring creates new identity for novice teachers.</b></p> <p>Examples: The Native Speaker Programme developed Farhan's a sense of responsibility towards his duty as an ESL teacher.</p> <p>Suzanna used to ignore the less capable students in her lesson. However, her participation in the Native Speaker Programme enabled her to develop tolerant towards her students' extremely low language proficiency.</p>
<b>Transform</b>	<p><b>Mentoring replaced teachers' existing identity with new ones.</b></p> <p>Examples: From someone who considered teaching as her 'last choice of profession', the Native Speaker Programme changed Nadya's identity by establishing love and passion for teaching.</p> <p>Farhan's participation in the Native Speaker programme allowed him to change his punitive teaching style towards his young students into more 'motherly' and approachable.</p>
<b>Reform</b>	<p><b>Mentoring enhances novice teachers' existing professional identity.</b></p> <p>Examples: Suzanna's participation in the Native Speaker Programme enhanced her self-confidence as her mentor respected her authority as a trained ESL teacher.</p> <p>Hafiz's participation in the Native Speaker Programme improved his perception towards his duty as an ESL teacher as it motivated him to be more optimistic about his career.</p>

Nevertheless, although it is evident in the present study that the participants' professional identity is 'furnished' by a mentoring programme, the Native Speaker Programme, it is possible that it was not the only furnishing source that shaped novice teachers' professional identity. This is because, apart from the access to a professional development programme, teachers' professional identities are also shaped by their preservice education and other contextual factors such as workplace conditions, curriculum policy, language policy, cultural differences, racism, social demographics of the school and students, institutional practices, curriculum, teaching resources, and so on (Miller, 2009).

### **5.3.9 Mentoring Inculcates Positive Values to Novice Teachers**

As suggested in the finding of the present study, one of the important roles of mentoring in informing, forming, reforming, and transforming the novice ESL teachers' professional identity is by inculcating positive values to the novice teachers. In the present study, participants acknowledged that their participation in the Native Speaker Programme cultivated positive values particularly in developing their accountability towards teaching profession and in enhancing their compassion towards their students. With regard to the development of sense of accountability towards teaching profession, three out four participant participants believed that their participation in the Native Speaker Programme assisted them to be more responsible, passionate, and conscientious towards their duty as ESL teachers.

However, one of the participants, Hafiz stated that the Native Speaker Programme played minimal role in assisting him to develop sense of accountability towards his teaching profession. Instead, it was his mother and colleagues who helped him to understand and embrace his role as an ESL teacher in rural primary school. Research (Izadinia, 2015, DuBois & Neville, 1997; Grossman & Rhodes, 2002; Beck & Kosnik, 2000; Patrick, 2013; Pittard, 2003) shows that distant relationships between

mentors and mentees deny mentees the access to actual benefit of mentoring. On the other hand, a propos to the fostering of compassion towards the students, all of the participants agreed that the Native Speaker Programme facilitated to be more approachable towards the students, develop more understanding and empathy towards the students, be tolerant with students' limitation, establish good rapport with the students, and have faith on the students potential.

Hence, the present study adds support to the Ingersoll and Strong's (2011) observation of research on mentoring that teachers who receive mentoring are more successful in developing a sense of commitment to their teaching profession.

#### **5.3.10 Mentoring Empowers Novice Teachers' Self-Confidence**

Another important role of mentoring in informing, forming, reforming, and transforming the novice ESL teachers' professional identity, as proposed by the findings of the present study is by empowering their self-confidence. Similarly, numerous research (Izadinia, 2013, 2015; Liu & Fisher, 2006; Ticknor, 2014; Williams, 2010; Hobson et al., 2009; Langdon et.al, 2014; Ingersoll and Strong, 2011) acknowledges the roles of mentoring in imparting positive self-perception to the mentees.

All of the participants agreed that their participation in the Native Speaker Programme helped them to enhance their self-confidence. For Farhan, the programme enhanced his self-confidence as he viewed himself as an expert of field. Similarly, Nadya felt that the programme developed her to be a better teacher. Hence, these findings support previous research (Liu & Fisher, 2006; Ticknor, 2014; Williams, 2010), which maintained that mentoring could contribute to the mentees' professional identity formation by instilling in them a sense of confidence, power and agency. As for Hafiz, despite the struggles that he was still facing, the programme allowed him to retrieve his self-confidence, as he felt appreciated through positive feedback that he received from



other mentees on his efforts. This finding is aligned Kissau and King's analysis (2014) on recent literature on mentoring which argued the importance of communication, teamwork, and reflection between mentees in ensuring the effectiveness of a mentoring programme.

On the other hand, for Suzanna, the programme boosted Suzanna's self-confidence because her mentor provided her affirmation that she was on the right track, respected her authority as a teacher, and facilitated her to more secure with her new working environment. Research (Feiman Nemser, 2001; Foster, 1999; Harrison et al., 2006, Patrick, 2013) shows that it is important for mentors to provide mentees with suitable degree of independence in order to facilitate them to form their teaching style that define who they are as teachers. In addition, these findings corresponded with previous research, which asserted that mentoring assisted mentees to adjust themselves in order to assimilate into their particular value-laden context of practice (Maldarez and Bodoczky, 1999; Maldarez, 2009; Devos, 2010).

#### **5.3.11 Mentoring Promotes Positive Perception about Teaching Profession and Enhances Teacher Retention**

According to Bieler (2013), having a strong sense of identity allows novice teachers to be autonomous and stay strong during their first years of teaching which results in teacher retention. Research (Blase, 2009; Dyson, Albon, & Hutchinson, 2007) shows that, positive experience during first year of teaching motivate novice teachers to remain in the profession (Ewing & Manuel, 2005) and this include rewarding teaching experiences that made novice teachers feel appreciated and gain a sense of achievement (Blase, 2009; Dyson, Albon, & Hutchinson, 2007). The findings of the present research suggested the important role of mentoring in informing, forming, reforming, and

transforming the novice ESL teachers' professional identity through the promotion of positive perception about teaching profession among the novice ESL teachers.

All of the participants discovered that their participation in the Native Speaker Programme disseminated positive perception about their teaching profession, as their participation in the programme enable them to go through positive teaching experience that made them felt more content with their career as primary school ESL teachers. For Farhan, he felt more satisfied with his progress on teaching performance throughout his participation in the programme. Similarly, Nadya felt satisfied with her teaching career as she learnt to be more resourceful throughout the programme as well as because her mentor respected her authority as an ESL teacher. Moreover, Nadya felt more content with her job as an ESL teacher as started to develop love for teaching during her participation in the programme. On the other hand, although Hafiz was not entirely satisfied with his current performance as an ESL teacher, the programme enabled him to be quite content with his profession by encouraging him to be more optimistic about his potential as an ESL teacher. On the other hand, Suzanna's participation in the programme made her feel content with her job as an ESL teacher in a rural primary school when she realized that teaching low proficiency students is actually a rewarding career.

Additionally, all of the participants expressed their intention to continue teaching and remain in the profession. Hence, these findings affirm existing literature that maintained mentoring enhances retention among the novice teachers (Ingersoll & Smith, 2003, 2011; Lortie, 1975; Odell & Ferraro, 1992) as it promotes positive perception about their teaching profession by enabling them to go through positive teaching experience that made them felt more content with their teaching career.

### **5.3.12 Mentoring Inspires Mentees to Embrace their Identity as Non-native ESL Teachers**

According to Kamhi-Stein (2009) most of the research that discuss the identity development of Nonnative ESL teachers during teacher preparation and development programme are conducted in Inner Circle countries (U.S., U.K., Canada, Australia, New Zealand) where English is the dominant language. On the other hand, most of the research on nonnative teachers' learning during teacher preparation and development programme in EFL setting pivots around teachers' English language proficiency. Hence, this section attempts to extend the literature by discussing the nonnative ESL novice teacher's professional identity formation during a teacher professional development programme which requires them to work closely with native speaker mentors in ESL setting. The findings of the present study concluded that, the Native Speaker Programme played an important role in contributing to novice ESL teachers' professional identity formation as it motivated them to embrace their identity as nonnative ESL teachers. This study proposes that, the Native Speaker Programme motivated novice ESL teachers to embrace their 'nonnativeness' through four ways; by demystifying the Native Speaker notion, developing a sense of ownership of the English language, addressing the realities of need in local context, and encouraging teachers to capitalize on their strengths as nonnative ESL teachers.

The Native Speaker Programme motivated novice ESL teachers to embrace their nonnativeness by demystifying the Native Speaker notion. Chomsky (1965) established the idealization of the native speaker due to their linguistic strengths. However, this native speaker notion was challenged by several researchers (Rampton, 1990; Davies, 2003; Philipson, 1992; Amin, 2001; Edge, 1988; Kirkpatrick, 2006) as they questioned the native speakers' credibility as models for English language learners. Nevertheless, English native speakers continue to be considered as superior English teachers and

models for English language learners (Cook, 2005; Llurda, 2004). Kamhi-Stein (2009) argued the importance of nonnative teacher preparation programme to demystify the native speaker notion in order to empower their self-confidence and positively affect their practice. The present study provides evidence of how mentoring programme could enhance nonnative ESL teachers' self confidence in embracing their 'nonnativeness' by demystifying the native speaker notion. For example, in the beginning of the programme, Hafiz felt inferior about his status as a nonnative speaker as he did not have the native-like accent. He believed that the native speaker make better English language teacher. However, his participation in the Native Speaker Programme allowed him to realize the limitation of English native speaker teacher when he noticed his mentors' lack of understanding about the ESL students hindered him from suggesting suitable activities for the students. Additionally, this made him realized his strengths particularly in having good understanding about his ESL students hence, motivates him to embrace his identity as a nonnative ESL teacher. Therefore, the present study extends the existing research (Brutt-Griffler and Samimi, 1999; Golombek and Jordan, 2005; Pavlenko, 2003) that argued teacher preparation programme has a strong capacity in demystifying the notion of the native speaker, by proposing that teacher professional development programme like The Native Speaker Programme is equally powerful in demystifying the notion of the native speaker.

Furthermore, the present study concluded that the Native Speaker Programme motivated novice ESL teachers' to embrace their identity as nonnative ESL teachers by developing a sense of ownership of the English language among the novice teachers. This is evident in Nadya's case as her mentor helped her to realize that English does not exclusively belong to the English native speakers. In addition, having good command of English language is not necessarily associated with one's nativeness. According to Nadya, "She (her mentor) lets us be ourselves, she lets us be Malaysians, she doesn't

push us to have native like accent...and encourages us to use English in our own way.” Thus, Nadya’s participation in the Native Speaker Programme cultivated the notion of ownership of English hence motivating her to embrace her identity as a nonnative ESL teacher. According to Snow, Kamhi-Stein, and Brinton (2006), EFL teacher development programme must accept nonnative teachers’ varieties of local English accents and promote a sense of ownership of English language to them so that they can perceive themselves as valuable members of ESL community.

Kamhi-Stein (2009) argued that, in promoting self-confidence for nonnative teacher, it is essential for teacher development programme to address its relevance to nonnative teacher’s particular value-laden context of practice, since each context has its own specific needs, interests and expectation pertaining to English language teaching and learning. Similarly, Park (2012) suggested for TESOL programme to reconceptualise their curricular to respond to the need of pre-service teachers who intend to teach English in various countries. The present study indicated that the Native Speaker Programme motivated novice ESL teachers’ to embrace their identity as nonnative ESL teachers by addressing the realities of need in local context. This is because, although the programme aimed at enhancing English language proficiency among the participating teachers, they were not required to achieve native-like accent. All of the participating teachers realized that, in their own school contexts, it is not necessary for them to achieve native-like accent. Moreover, two of the participants, Farhan and Hafiz maintained that, speaking with native-like accent could make their speech incomprehensible to their young ESL learners which could be intimidating for them. Hence, although two of the participants, Hafiz and Suzanna, recognized the advantage of having native-like accent in enhancing their credibility as English teachers, all of them did not feel compelled to strive for the native-like accent, as they understood the absence of the need for having such accent in their context. However,

although they did not strive for native-like accent, all of them acknowledge the importance of having good command of English as crucial part of professional identity for all ESL teachers and express their intention to improve their language proficiency. Hence, the Native Speaker Programme motivated the novice ESL teacher to embrace their identity as nonnative ESL teacher by addressing the realities of need in their local context without disregarding teachers' English language proficiency improvement.

In addition, the present study concluded that the Native Speaker Programme motivated novice ESL teachers' to embrace their identity as nonnative ESL teachers by encouraging teachers to capitalize on their strengths as nonnative ESL teachers. This is evident particularly for Suzanna and Nadya as their mentor encouraged and accepted their use of first language in reinforcing students' understanding on classroom instruction. On the other, for Hafiz, the Native Speaker programme encouraged him to capitalize on his strengths as nonnative ESL teacher by providing him the platform for exchange of ideas by interacting with other participating teachers. Hence, although his mentor's lack of understanding about ESL students restricted him from suggesting teaching and learning activities, Hafiz managed to benefit from the interaction with other participating teachers in the programme who were mostly experienced nonnative ESL teachers. This is because, those experienced teachers had good understanding about the students and their context which enabled them to come up with suitable and effective teaching and learning activities. This made Hafiz realized the strengths of nonnative ESL teachers particularly in addressing the need of their learners. The realization motivated Hafiz to embrace his identity a nonnative ESL teachers, as he decided to capitalize on his and other participating teachers' strengths as nonnative ESL teachers in improving his teaching. This finding supported Lee's (2004) study on preparing nonnative teachers to teach English in Hong Kong that argued the importance of raising the awareness of the nonnatives teachers about how they can exploit their

potentials as nonnative English speakers in order to enhance their self-perception which would result in the improvement of their classroom practice. Similarly, Chung (2014) argues that nonnative speakers teachers can teach effectively by exploiting their own knowledge on the process of learning English as a second language. Moreover, teachers' awareness about their strengths as a nonnative English speaker that they have gained during their second language learning experience serve as a catalyst which lead to their self-empowerment (Chung, 2014).

The findings of the present study concluded that, the Native Speaker Programme played an important role in contributing to novice ESL teachers' professional identity formation as it motivated them to embrace their identity as nonnative ESL teachers. This study propose that, teacher development programme is able to motivate nonnative English teachers to embrace their 'nonnativeness' through demystifying the Native Speaker notion, developing a sense of ownership of the English language, addressing the realities of need in local context, and encouraging teachers to capitalize on their strengths as nonnative ESL teachers. Hence, this study extends the literature as it examined the nonnative ESL novice teacher's professional identity formation during a teacher professional development programme in ESL setting, which involved the interaction between nonnative ESL novice teachers with native speaker mentors.

### **5.3.13 The Interrelationship between Novice ESL Teachers' Professional Knowledge, Identity, and Practice**

Miller (2009) argued that although teachers' thinking, knowing and doing, and identity formation, are enacted in classroom contexts, there are scarce literature that connects all of these dimensions. Thus, this section aims to extend the existing literature by describing the connection between teachers' professional knowledge, practice, and identity, as evidenced by the findings of the present study. In the present study, the three

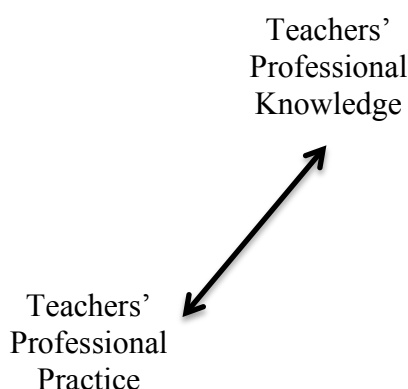
elements; teachers' professional knowledge, teachers' professional practice, and teachers' professional identity were discussed separately according to the three research questions for practical purposes. Nevertheless, the findings of the present study recognized that these elements are indeed interactive rather than isolated. Evidently, the findings indicated an inextricable interrelationship between these three elements. Hence, in explaining how teachers' professional knowledge, practice and identity intersect during a professional development programme, this study concluded that, the three elements – teachers' professional knowledge, practice, and identity are mutually forming, informing, reforming, and transforming.

On the subject of the relationship between teachers' knowledge and practice, Golombek (1998) argued that, teachers' knowledge shapes and is shaped by teachers' interpretation about teaching and learning experience. In addition, Cooper and McIntyre (1996) suggested that teachers' professional craft knowledge informs and is informed by what teachers' do in the classroom. Furthermore, Ariogul's (2007) study on the development of teachers' personal practical knowledge discovered that, teachers adapt and readapt their knowledge in keeping with their learners' need and expectation as well as their various kind of experience that they have encountered pertaining to EFL teaching and learning. Hence, the existing literature indicates inseparable relationship between teachers' knowledge and practice, as these two elements influence and are influenced by each other.

Similarly, the present study ratifies this interrelationship as the findings suggested that teachers' professional knowledge and teachers' professional practice form, inform, reform, and transform each other. Nadya's case provides an example of how teachers' professional knowledge form, inform, reform, and transform their professional practice. This is evident when Nadya's pedagogical content knowledge on the advantages of the use of non-verbal gesture and first language to reinforce students'



vocabulary, which she gained from her participation in the Native Speaker Programme, was manifested in her professional practice. This is because, Nadya was observed to use both strategies by acting out the adjective ‘fat’ and to explain the meaning of some sentence in a story using Malay in order to reinforce students’ understanding. On the other hand, Suzanna’s case illustrated how her professional practice forms, informs, reforms, and transforms their professional knowledge. This is because, the findings showed that Suzanna’s engagement in reflective practice, where her mentor facilitated her to reflect on her teaching performance by giving valuable feedback, enhanced her pedagogical content knowledge. Figure 5.1 provides an illustration of the relationship between teachers’ professional knowledge and teachers’ professional practice.

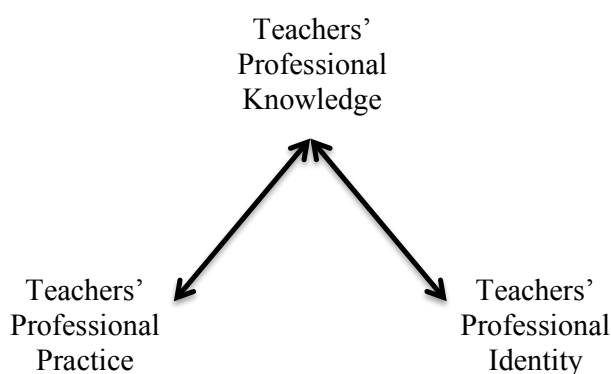


**Figure 5.1: Teachers Professional Knowledge and Practice Form, Inform, Reform, and Transforms Each Other**

Regarding the relationship between teachers’ knowledge and identity, Shulman (1986) maintained that teacher professional identity comprised of a strong comprehension of what is required in the classroom as well as, in his later work (2005), understanding on teachers’ personal and social accountability. Moreover, Johnston (1999) in his review of the literature on L2 teacher knowledge and identity suggested that teachers’ knowledge is an integral part of their identity. In addition, Nagamoto’s (2012) study on Japanese English Language teacher found that one of the factors that influenced the construction of their professional identity was their knowledge on subject

matter. Therefore, the existing research signals the relationship between teachers' knowledge and identity as they affect and are affected by each other.

Likewise, the present study illustrates similar nexus as the findings suggested that teachers' professional knowledge and teachers' professional identity form, inform, reform, and transform each other. Farhan's case provides an example of how teachers' professional knowledge form, inform, reform, and transform teachers' professional identity. According to Farhan, his participation in the Native Speaker programme informed his knowledge about student, particularly on the nature of young ESL learners. This knowledge enabled Farhan to transform his identity, from a teacher who imposed punitive teaching style towards his young students to a more 'motherly' and approachable ESL teacher. On the other hand, Hafiz's case illustrates how teachers' professional identity form, inform, reform, and transform teachers' professional knowledge. Hafiz's decision to embrace his identity as a nonnative ESL teacher was empowered by his realization on his strengths as a nonnative ESL teacher. Ultimately, this realization contributed to his professional identity as it formed his knowledge about self. Figure 5.2 provides an illustration of the relationships between teachers' professional knowledge and teachers' professional identity as well as between teacher's professional knowledge and teachers' professional practice.



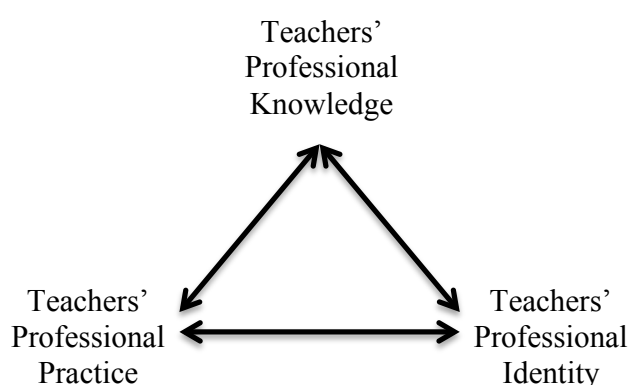
**Figure 5.2: The Relationships Between Teachers' Professional Knowledge and Teachers' Professional Identity and, between Teacher's Professional Knowledge and Teachers' Professional Practice**

Concerning the relationship between teachers' professional practice and teachers' professional identity, Borg (2009) maintained that there is a strong and complex relationship between teachers' cognition with their practice. Teachers' cognition is inseparable from teachers' identity, as it constitutes teachers' thinking, knowing, believing, and doing (Miller, 2009). Borg (2009) argued that although teachers' cognitions inform and are informed by teachers' practice, there are other factors that contribute to teachers' practice. Additionally, Miller (2009) suggested that, teachers' practice forms an integral part of teachers' identity, alongside teacher knowledge, as teachers continually negotiate their identity through the teaching and learning experience in the classroom. Moreover, Duff and Uchida's (1997) ethnographic case study of four EFL teachers in Japan discovered that two most important factors that form, inform, reform, and transform teachers' sociocultural identities were their personal histories and contextual factors that are related their practice particularly on their classroom, textbook and syllabus, and teaching schedule. Therefore, the existing scholarship illustrates the inextricable relationship between as teachers' identity and teachers' practice teachers' as they shaped and are shaped by each other.

The present research adds support to the cited research as the findings suggested a relationship between teachers' professional identity and teachers' professional practice as they form, inform, reform, and transform each other. Farhan's case serves as an example that explains how teachers' professional practice forms, informs, reforms, and transforms teachers' professional identity. The finding showed, whilst Farhan engaged in reflective practice where he continually made comparison between his teaching performance with other participating teachers' teaching performance, he formed more positive perceptions about his own capacity as an ESL teacher as he was more satisfied with his teaching performance and gained more self-confidence. On the other hand,

Suzanna's case illustrates how teachers' professional identity forms, informs, reforms, and transforms teachers' professional practice. According to Suzanna, her participation in the Native Speaker Programme enabled her to experience change in her identity as an ESL teacher, as she became more tolerant towards her students' low level of English proficiency. This identity change was manifested in her practice, as she transformed her classroom practice by using cooperative learning approach, where the more capable students were given the task to assist their peers to complete the activities in order to cater students' different language abilities. These two examples describe the interrelationship between teachers' professional practice and their professional identity.

Hence, this research extends the existing literature by describing the connection between teachers' professional knowledge, practice, and identity, as evidenced by the findings of the present study. In explaining how teachers' professional knowledge, practice and identity intersect during a professional development programme, this study proposed that, the three elements – teachers' professional knowledge, practice, and identity are mutually forming, informing, reforming, and transforming. Figure 5.3 illustrates the framework of the interrelationship between teachers' professional knowledge, practice and identity as suggested by the findings of the study.



**Figure 5.3: The Interrelationship of Teachers' Professional Knowledge, Practice and Identity: Mutually Forming, Informing, Reforming, and Transforming**

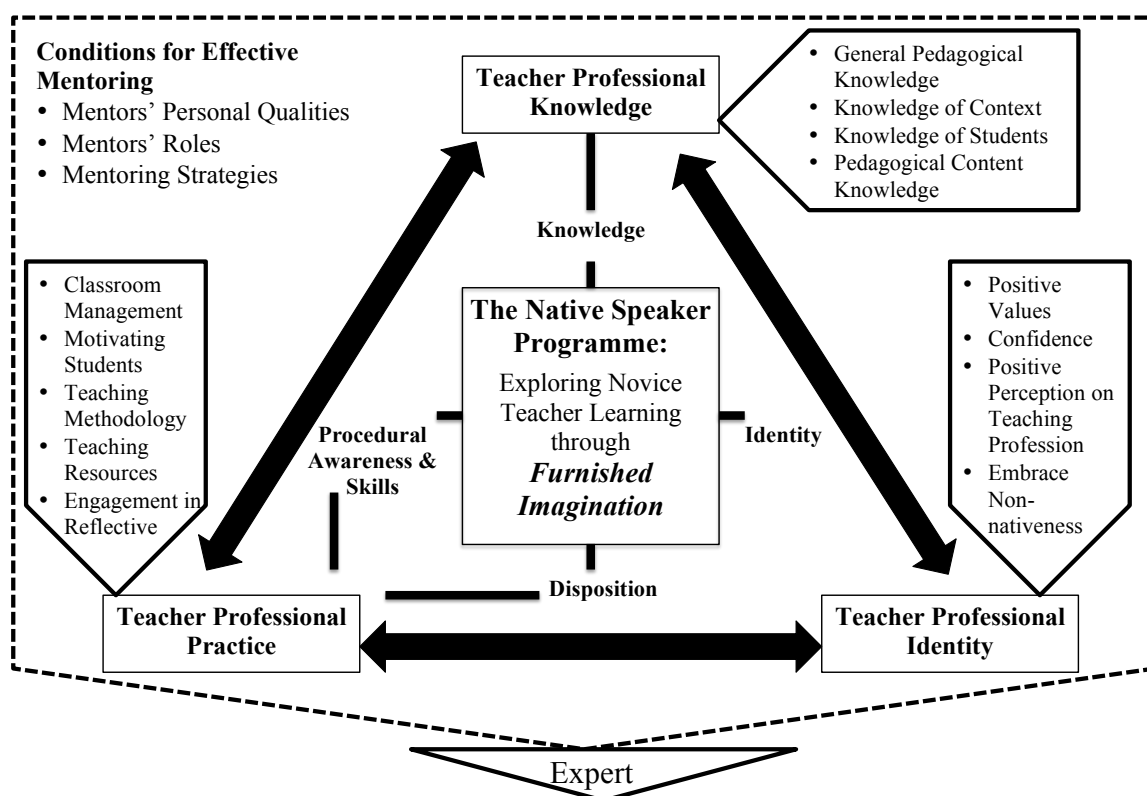
#### 5.4 Theoretical Implication for Second Language Teacher Education

Drawing from recent work of Kiely and Askham's (2012) construct of *Furnished Imagination* as the conceptual framework for the present study, the findings of the present study provides a deeper understanding about novice nonnative ESL teachers' learning through the exploration of the influences of a mentoring programme on their professional knowledge construction, professional practice, and professional identity formation. Hence, the present research holds a significant theoretical implication for second language teacher education. This is because, the present study seems to imply the effectiveness of Kiely and Askham's (2012) construct of *Furnished Imagination* as a constructive conceptual framework that allows for in-depth insight in understanding novice teacher learning in an early training context.

The *Furnished Imagination* construct informs the present study and vice versa. This is because, through the fusion of knowledge, procedural awareness and skills, dispositions and identity, *Furnished Imagination*, operates as a way to understand teacher learning during a mentoring programme, the Native Speaker Programme. In the present study, the use of *Furnished Imagination* as the key construct informs the study by providing in-depth insight on novice nonnative ESL teachers' learning during the programme. Through the examination of the their professional knowledge construction, professional practice, and professional identity formation, *Furnished Imagination* facilitated the study to track novice ESL teachers' professional development during their participation in the Native Speaker Programme.

On the other hand, the present study also informs the *Furnished Imagination* construct as it complements the construct with details of each dimensions of *Furnished Imagination* – knowledge, procedural awareness and skills, dispositions and identity. This allows the present study to contribute to the establishment of Kiely and Askham's

(2012) construct of *Furnished Imagination* as an effective and constructive conceptual framework that allows for in-depth insight in understanding novice teacher learning in an early training context. The outline of how the present study informs the *Furnished Imagination* construct is illustrated in Figure 5.4.



**Figure 5.4: Theoretical Contribution of the Study**

In the present study, the first dimension of *Furnished Imagination*, knowledge, was explored through the first research question – how does the Native Speaker Programme contribute to the novice teachers' professional knowledge? As illustrated in Figure 5.4, the findings of the study discovered that, the Native Speaker Programme contributed to novice teachers' professional development by bridging the gap between novice teachers' pre-service education and in-service development through four ways; by revisiting existing knowledge, closing theory-practice gap, complementing existing knowledge, as well as reinforcing existing knowledge. It is also found that, the Native

Speaker Programme contributed to novice teachers' professional knowledge construction by forming, informing, reforming and transforming their knowledge-base, particularly on their knowledge about language, knowledge about students, knowledge about context, process knowledge, general pedagogical knowledge and pedagogical content knowledge. In addition, the findings of the study suggested that the Native Speaker Programme contributed to novice teachers' professional knowledge construction with the help of effective mentors who in this study were described as being thoughtful, dedicated, considerate, committed, motivating, helpful and unthreatening in providing constructive feedback. In contrast, this study found that less positive personal qualities of mentors include as being inconsiderate and threatening. Moreover, the findings of the study indicated that the Native Speaker Programme contributed to novice teachers' professional knowledge construction through the effective roles of ESL mentors, which include; as facilitator, speaking partner, source of reference, the native model, and agent of change. On the other hand, inadequate knowledge on ESL learners inhibits mentors from playing effective roles in supporting novice teachers' learning thus adversely affect the quality of ESL mentoring. Furthermore, it is also found that the Native Speaker Programme contributed to novice teachers' professional knowledge construction through effective mentoring strategies that promote communicative environment, demonstration, exchange of ideas, motivation, learning by doing, hands-on input, and peer teaching.

The second and third dimensions in the *Furnished Imagination*, procedural awareness and skills as well as dispositions, were explored through the second research question – how does the Native Speaker Programme influenced the novice teachers' professional practice as ESL primary school teachers? The rationale of combining the two dimensions was due to the fact that the participants' procedural awareness and skills as well as dispositions resulting from their participation in the Native Speaker

Programme were manifested in their practice. As illustrated in Figure 5.4, the findings of the study suggested that, the Native Speaker Programme facilitates novice teachers to adjust their classroom practice in order to accommodate the need of their context particularly on classroom management, ways of motivating students, teaching methodology, selection of teaching materials, and the engagement in reflective practice. Moreover, the findings propose that the Native Speaker Programme influenced novice teachers' professional practice by informing, forming, reforming and transforming their classroom practice. Additionally, the findings of the present study explained how lack of institutional support could cause incongruence between teachers' ideal and their actual classroom practice. Moreover, the findings of the study discovered the potential of mentoring in promoting reflective practice among the novice teachers. This study maintained that by promoting both supported and independent reflective practice among novice teachers, mentoring is able to support novice teachers' lifelong professional development. However, the study also revealed how a mentor undermined the true value of reflective practice by giving teachers the impression that reflective practice is insignificant. This eventually causes the possibility of discontinuation of reflective practice among the novice teachers after the programme as the since they do not understand the valuable impact that reflective practice has on their lifelong professional development.

The fourth dimension in the *Furnished Imagination*, identity, was explored through the third research question – in what way does the novice teachers' professional identity formation change after the Native Speaker Programme? As illustrated in Figure 5.4, the findings of the study proposed that, mentoring plays an important role in forming, informing, reforming, and transforming novice teachers' professional identity as it inculcates positive values to the teachers, empowers their self confidence, promotes positive perception on teaching profession, and inspires them to embrace their identity



as nonnative ESL teachers. It is found that, novice teachers' participation in the Native Speaker Programme cultivated positive values particularly in developing their accountability towards teaching profession (more responsible, passionate, and conscientious towards their duty as ESL teachers) and in enhancing their compassion towards their students (more approachable, develop more understanding and empathy towards the students, tolerant with students' limitation, establish good rapport with the students, and have faith on the students potential). In addition, the findings found that the Native Speaker Programme empowered novice teachers' self-confidence as they began to view themselves as the expert of the field and better teachers and it made them felt appreciated, that they are on the right tract, secure, and respected. Furthermore, the programme promoted positive perception about teaching profession among the novice ESL teacher as they felt satisfied with their career, love teaching, are more optimistic about their roles as ESL teachers, begin to recognize teaching as a rewarding career, and expressed their intention to continue teaching and remain in the profession. Moreover, this study proposes that, the Native Speaker Programme motivated novice ESL teachers to embrace their 'nonnativeness' through four ways; by demystifying the Native Speaker notion, developing a sense of ownership of the English language, addressing the realities of need in local context, and encouraging teachers to capitalize on their strengths as nonnative ESL teachers.

Moreover, the use of the *Furnished Imagination* construct allows the study to discover that there are two sides of the coin of being the mentees in the Native Speaker Programme, positive as well as less positive experiences. This is because, the findings of the study suggest that, while some of the novice teachers had the opportunity to work with mentors with positive personal qualities who played constructive roles in facilitating their professional development through effective mentoring strategies within supportive environment, some experienced the opposite. Hence, the use of *Furnished*

*Imagination* as the conceptual framework informs the study by providing in-depth insight on novice nonnative ESL teachers' actual and rich learning experience during the programme. This understanding is powerful as a structure that informs future professional development programmes for beginning teachers.

Additionally, the understanding on these two sides of the coin of novice teachers' learning experiences in the Native Speaker Programme suggests that, teachers' professional development is not necessarily a linear process where novice teachers who undergo a teacher professional development programme would automatically be 'furnished' for work and eventually morph into competent teachers. This is because, there are many factors that either support or impede teacher learning during an early training programme. In the present study, less positive experiences faced by the novice teachers include internal issues within the programme such as mentor's attitude and competency as well as mentoring strategies, and also external issues which include lack of support from their schools, colleagues, and surroundings. These negative factors denied some of the participants the full access to a conducive learning environment and delayed them from advancing throughout the five phases of Maynard and Furlong's (1995) novice teacher development stages. As a result, while some of the novice teachers had a smooth sailing progress, some had to move back and forth between phases. Hence, this signals the central role of the early training programmes to create conditions for effective learning for the novice teachers to support their development and furnish them with readiness for work.

The use of *Furnished Imagination* as the conceptual framework in the present study is not limited to the understanding of the influence of Native Speaker Programme on novice teachers' professional knowledge construction, professional practice, and professional identity formation. This is because, *Furnished Imagination* also facilitate the study in discovering the connection between teachers' professional knowledge,

practice, and identity. The findings indicated an inextricable interrelationship between these three elements. Hence, in explaining how teachers' professional knowledge, practice and identity intersect during a professional development programme, this study concluded that, the three elements – teachers' professional knowledge, practice, and identity are mutually forming, informing, reforming, and transforming.

Therefore, the present study verifies the effectiveness of Kiely and Askham's (2012) construct of *Furnished Imagination*, as a constructive conceptual framework to understand novice teacher learning during an early training programme, track teachers' professional development, capture teachers' professional identities, validate teacher learning within TESOL context, and provide a model for learning and skills development for teachers. Moreover, the present study contributes to the establishment of the *Furnished Imagination* construct as an effective and constructive conceptual framework that allows for in-depth insight in understanding novice teacher learning in an early training context by complementing the construct with details of each dimensions of *Furnished Imagination* – knowledge, procedural awareness and skills, dispositions and identity. In addition, the findings of the study extend the role of the construct *Furnished Imagination*, as a way to understand the interrelationship between teachers' knowledge, practice and identity. Additionally, the use of *Furnished Imagination* as the conceptual framework allows the present study to extend most of the notable scholarships on ESL novice teachers (For e.g. Farrell, 2003; 2006; 2008; 2012; 2013) which generally pivot around the issue of novice teachers' procedural awareness and skills. This is because, the present study goes beyond novice teachers' professional practice by including the exploration of their professional knowledge and identity.

## **5.5 Practical Implication for Second Language Teacher Education**

The findings of present studies suggest several important practical implications for Second Language Teacher Education. First, the present research implies that

mentors should be well prepared for their role. The findings of the present study documented some negative qualities of mentors in the Native Speaker Programme. In Hafiz's case for example, his mentor, Nate, did not have adequate knowledge about ESL learners in Malaysian context. As a result, Hafiz found that most of the teaching and learning activities suggested by his mentor to be inappropriate for his low proficiency learners. In addition, other mentors from his TPD workshop, Deborah and Patrick, demonstrated their weaknesses in terms of their professional competence as well as attitude. Mentoring will not positively affect the novice teachers if the mentors are not well prepared for their role (He, 2009). Hence, it is important for teacher education programmes to screen and prepare mentors particularly pertaining to their attitude and characters, professional competence, and communication skills in order to maximize the benefits of mentoring programmes. Thus, there is a need for teacher education to provide an avenue to empower mentors in developing their mentoring skills as well as their awareness about their accountability as ESL mentors.

Second, as the findings of the study reveal the potential of mentoring programme to provide novice teachers the opportunity to engage in reflective practice, this study implies that there is a need for mentoring programme to place great emphasis on developing reflective skills among the novice teachers. This is because, reflective practice serves as a powerful tool that promotes teachers' life long professional development, as it allows them to evaluate their teaching autonomously in order for them to improve their practice (Burton, 2009). The findings of the present study found that mentoring promotes novice teachers with two kinds of reflective practice; *supported reflective practice* for reflective activities that were initiated by mentors through the provision of templates of reflection, questionnaire, and reflective journal, and *independent reflective practice* for reflective activities that were initiated by novice teachers themselves through immersing into critical thinking and analysing about their

practice. While it is important for mentors to assist novice teachers to develop their reflective skills through *supported reflective activities*, mentors should encourage novice teachers to continue their reflective practice even when they have completed the mentoring programme by engaging in *independent reflective practice* autonomously. Hence, mentors should raise novice teachers' awareness about the value of reflective practice in order for them to continue engaging in reflective practice by transforming the *supported reflective activities* that they learn during mentoring programme into *independent reflective practice* that they engage in after the programme.

Third, the present study implies the importance of practicum to closely mirror the realities of teaching at schools. In the present study, the participants struggle to adjust themselves to the new environment in their new schools. Most of them considered their teaching experience during practicum were inadequate to prepare them to begin their career as ESL teachers in the new schools. This was due to the fact that, the participants were placed in urban primary schools nearby their universities during practicum where most of the urban students have good English language proficiency. As a result, the practicum experience did not match the reality of the situation in their new school, particularly rural primary schools, and this caused them to experience 'reality shock'. Therefore, there is a need for practicum to provide pre-service teachers with school-based experience that closely mirror the reality of the classroom in various context so that novice teachers are able to make smooth transition from their academic programmes to the realities of teaching in a school. In doing this, the teacher preparation programmes should consider exposing the pre-service teachers to schools in various locations – urban, sub-urban, rural, in order to lessen the 'reality shock' among novice teachers and to narrow the gap between novice teachers' preservice training and the real classroom.

## **5.6 Pedagogical Implication for Participating Novice ESL Teachers**

This study contributed to the pedagogical implication for the four participating ESL novice teachers, Farhan, Nadya, Hafiz, and Suzanna. The participants in this study have had valuable opportunities to share their stories on the changes that they experienced particularly on their professional knowledge construction, professional practice establishment, and professional identity formation as a result from their participation in the Native Speaker Programme. These reflective stories are potentially powerful in allowing the participants to develop a deeper understanding about their professional development as ESL teachers. According to Johnson & Golombek (2002), by sharing their stories with others, teachers are able to reflect on their practice as their stories enlighten themselves about how their thoughts, perceptions, interpretations, and experience influence their practice. Farrell (2013) asserted that,

“These self-reflective stories can provide a rich source of teacher-generated information that allows them to reflect on how they got where they are today, how they conduct practice, the thinking and problem-solving they employ during their practice, and their underlying assumptions, values and beliefs that have ruled their past and current practices”

(Farrell, 2013, p.80)

Through the present study, the participating novice teachers were able to recognize their strengths and weaknesses as ESL teachers. Hence, this realization could motivate them to improve themselves as ESL teachers in order to better serve the needs of their young ESL learners. Hence, through their participation in this study, the four participants were empowered by their emerging professional identity and gained confidence in their approaches in the classrooms.

## 5.7 Implications for Future Research

One of the implications for future research propelled from the present study is longitudinal research in exploring the long-term impact of the Native Speaker Programme. Such examination is valuable in informing the literature about the influence of mentoring programme on teachers' life long professional development. Hence, it is suggested for future research to consider revisiting the participants in order to track their life long professional development.

Additionally, there is a need for more research that discuss the identity development of nonnative ESL teacher during teacher preparation and development programme in EFL setting. This is because most of the research on such topic are conducted in inner circle countries (Kamhi-Stein, 2009). Hence, it is valuable for future research to explore nonnative teacher identity in EFL context in order to enrich the literature corpus on nonnative ESL teachers' identity from different contexts.

Furthermore, since the use of Kiely and Askham's (2012) construct of *Furnished Imagination* as the conceptual framework that scaffold the present study had generated rich and rigorous understanding about novice teachers' learning during a mentoring programme, it is suggested for future research of similar nature to employ *Furnished Imagination* to guide the studies. Such research is significant in establishing of *Furnished Imagination* as one of the key constructs in Second Language Teacher Education, which enrich the understanding of teacher learning during an initial teacher training programmes.

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## LIST OF PUBLICATIONS AND PAPERS PRESENTED

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- Senom, F., Othman, J., & Siraj, S. (2016). The Native Speaker Programme: The Coin has Two Sides. *3L: The Southeast Asian Journal of English language Studies*. 22(2), 135 – 149 (ISI/SCOPUS-cited Publication)
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- Senom, F. & Othman, J, (2016). The Native Speaker Programme: Transforming Novice ESL Teachers' Classroom Practice through Mentoring. *Asian EFL Journal*. (SCOPUS-cited Publication) – in press

### PAPERS PRESENTED

- Senom, F. & Othman, J, (2016, August). *The Native Speaker Programme: Transforming Novice ESL Teachers' Classroom Practice through Mentoring*. TESOL Indonesia Conference. Universitas Mataram, Lombok. Indonesia.
- Senom, F. (2013, October). The Native Speaker Programme: *A Qualitative Study on Novice Teachers' Professional Development*. 4<sup>th</sup> World Conference on Learning, Teaching and Educational Leadership. Universitat de Barcelona, Spain.
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