

## A Study on the Unaddressed Concerns of Professional Learning in Teacher Socialization among Pakistani English Teachers

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Teaching of English as second language in Pakistan is one of the most significant subjects in the present educational reforms, with a special emphasis on professional socialization of English teachers. However, the concerns of English language teachers do not find a significant place in the reformative endeavors initiated for them. The purpose of this study was to know the satisfaction level of beginning English teachers with various formal and informal professional learning programs organized by their newly joined institutions. Accordingly, it was designed to understand the relationship between the teachers' professional learning (PL) and effective socialization (ES). The data was collected from 55 diverse institutions and finally 295 questionnaires were used for analysis and study results. The results showed that the predicting (PL) and criterion (ES) variables were significantly correlated with each other:  $p < .001$ , adjusted  $R^2 = .06$ ,  $F = 19.77$  and Coefficient  $\beta = .25$ . Some major professional learning concerns were identified including absence of a formal mentoring system, lack of pre-service training and lack of interest in continuing professional development programs. Overall, it was found that this sample of Pakistani beginning English teachers needed to pay more attention towards their professional learning. It was suggested that there was a need to introduce cost-effective professional development models, with special reference to Villegas-Reimers's (2003) work, and initiate mentoring and coaching system, both at formal and informal levels.

*Key words:* Teacher socialization, Professional learning, ELT community, Beginning teachers, Mentoring

With the globally expanding role of English language teaching, English teacher education has become the focus of international concern, particularly for non-native English speaking countries. Similar concerns are quite evident in Pakistani ESL community and also located in the governmental policies. Along with the realization of non-utility of off-the-job training programs, a mind-shift is perceptible and it is now being appreciated that language teachers need to pay more attention to their workplace socialization. In this particular context, many professional learning programs with the tag of reformative endeavors are being launched and multiple initiatives are being introduced to improve the professional excellence of English teachers. However, a vacuum continues to exist; the concerns of English teachers are largely not considered in the decisions and planning being initiated for them. This is more evident in case of beginning teachers who are generally considered less qualified to understand their own needs. The recommendations for imposition of ready-made programs prepared by the

experienced professionals generally ignore the real-life concerns of beginning English teachers.

The beginning teachers, like all other teachers, are professionally developing via a process of socialization into their newly joined professions and organizations. In this context, the purpose of this study was to know the satisfaction level of beginning English teachers with various formal and informal professional learning programs arranged by their newly joined organizations. There was a need to appreciate if there was a significant relationship between professional learning programs and effectiveness of beginning teacher socialization. In doing this, the concerns of beginning teachers regarding their professional learning were also highlighted with indications of improvements that can be further explored in future research endeavors. This study was also related to the supportive role of senior colleagues and principals, effective organizational culture, betterment in beginning teachers' self-image and motivation for effective professional learning programs.

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### **Beginning Teacher Socialization: Professional Learning Concerns**

Teacher socialization is a multidimensional, consistent process by which individuals learn the norms, practices, values, knowledge, skills, and behaviors of the teaching profession and of the particular school or educational environment in which they seek to work (Danziger, 1971). Teacher socialization is not an event; it is consistent and continuous process which prevails over the entire professional career of the teacher's professional and organizational life. However, prospective and beginning teachers have been the focus of studies on teacher socialization as it is generally assumed that the initial years are the most significant and trend-setting time for a teacher's professional career. Effective socialization may be understood as the set of standards which measure the success of organizational socialization programs and individual enculturation into the teaching culture (Anakwe & Greenhaus, 1999).

Professional development practices are related with the systematic and gradual improvement of teachers through various organizational programs (Glatthorn, 1995). According to Ganser (2000), this includes both informal and formal learning practices. The various programs may be arranged by the institutions including teacher training workshops, seminars, meetings and formal mentoring system. Teachers are also encouraged to engage in independent study for individual and informal development by undertaking professional reading, analysis of television programs, surfing the internet (etc).

It is generally assumed that beginning teachers are underprepared and need more attention towards their professional development. Certainly, according to Wood and Yackel (1990), the effective professional development programs have good impacts on teachers' efficiency, in classroom and outside. Nelson (1999) has found that teacher's self-concept is also influenced by professional learning programs. Villegas-Reimers (2003) summarizes what Calderhead and Shorrock (1997) describes as the impacts of professional learning experiences: academic, practical, technical, personal and the critical inquiry orientations.

### **Emerging Mind-shift from Traditional Professional Development Workshops to Real-life Classroom Learning**

Beginning English teachers do not find many opportunities for advance research in language pedagogy and applied linguistics because it is considered that they should negotiate their professional learning through resources such as the internet, dictionaries, books, (etc). To update teachers, occasionally some refresher courses are held, despite their relative ineffectiveness for real classroom settings (Jumani, 2007). Nevertheless, the beginning teachers,

especially in rural areas, lack the updated knowledge of current trends in teaching methods in second language pedagogy (Warsi, 2004). It is well established that English teachers in Pakistani colleges are not skilled in using educational technology and equipment (computer, internet, multimedia, projectors, etc.) in their classroom (Abbas & Asif, 2012). In brief, a wide gap exists between emerging ESL trends and the real classroom practices (Din, 2010; Jumani, 2007; Sarafraz, 2013).

The workplace culture and organizational environment play a very significant role in defining socialization orientation, particularly of beginning teachers (Zeichner & Gore, 1990). Even though the general trend in Pakistan is off-the-job training centered, a mind-shift is visible with the change of focus towards workplace mentoring and provision of on-the-campus learning opportunities. According to Jumani (2007), considerable time and resources have been wasted in organizing traditional professional development workshops which are often characterized by transmission learning approaches emphasizing outdated teaching methodologies. However, the lack of informed resource persons and latest approaches for professional learning are the great impediments for on-the-campus mentoring of English teachers, particularly beginning teachers who are often required to use a hit and miss trial learning approach. Nonetheless, the trend for appreciating the importance and worth of workplace real-life professional learning with the collegial support of senior colleagues, principals and campus administration is increasing (Jumani, 2007; Sarfaraz, 2013; Siddiqui, 2002; Tahir & Qadir, 2012b).

### **Development of Hypothesis**

Teacher socialization, especially language teacher education, is rooted in a particular culture and community and therefore the studies and practices in non-native English speaking countries must be viewed differently from those found in native English-speaking countries. Specific research is needed on teacher socialization with recognition of the different cultural backgrounds, institutional contexts and differing topics and subject areas. In a comprehensive review of literature, Zeichner and Gore (1990) indicate a range of studies that approach the issue in this manner: in Australia by Hogben and Petty (1979), Hogben and Lawson (1984) and Petty and Hogben (1980); in the United Kingdom by Mardle and Walker (1980) and Hanson and Herrington (1976); in the United States by Zeichner and Grant (1981), Zeichner, Tabachnick and Densmore (1987), Crow (1988), Ross (1988), Knowles (1988), and Ginsburg (1988).

An extensive study of related literature shows that various development models have been introduced for teacher professional learning. For example, Villegas-

Reimers (2003) discussed in detail the various professional development models which have proved very useful for effective teacher socialization. The models are divided into two broad categories: the organizational macro partnership models and the micro individual models. Similarly, other studies also endorse the viewpoint that effective professional learning has positive impacts on teacher socialization process and teachers show higher degree of satisfaction with their organization and teaching job (e.g., Cooper & Alvarado, 2006; Schwille & Dembélé, 2007). This positive relationship can be summarized in the model below (refer Figure 1).

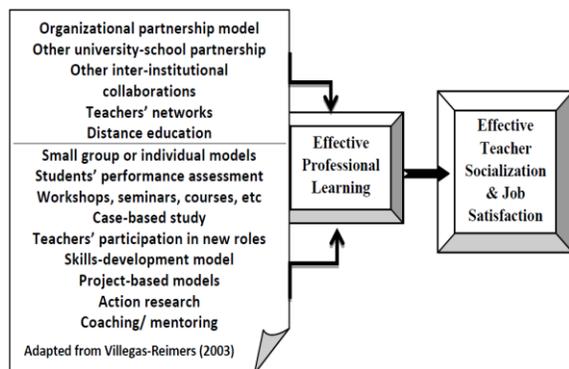


Figure 1. A symmetrical relationship between effective professional learning and effective socialization

With the above considerations and findings from the review of literature, this study attempts to understand and quantify this relationship between effective professional learning and effective socialization of beginning English teachers in the local context of Pakistani institutions. A null hypothesis was developed to test if there was no significant relationship between professional learning programs and effective socialization of Pakistani beginning English teachers. Further, the study was also undertaken to identify if and what concerns the beginning English teachers had so that professional learning needs could be ascertained.

## Method

### Sampling

It was a survey design using data collected by a survey. The satisfaction level of teachers with their professional learning opportunities and socialization process was ascertained via a valid and reliable questionnaire. The study was limited to a sample of beginning English teachers from Pakistani colleges (higher secondary school levels) with less than 4 year teaching experience as permanent faculty members in an affiliated institution (either public or private) with Federal Board or Punjab Boards. Data was gathered from 55 colleges with a stratified sampling technique used to choose the

institutions from all the significant and relevant strata as indicated below (refer to Figure 2).

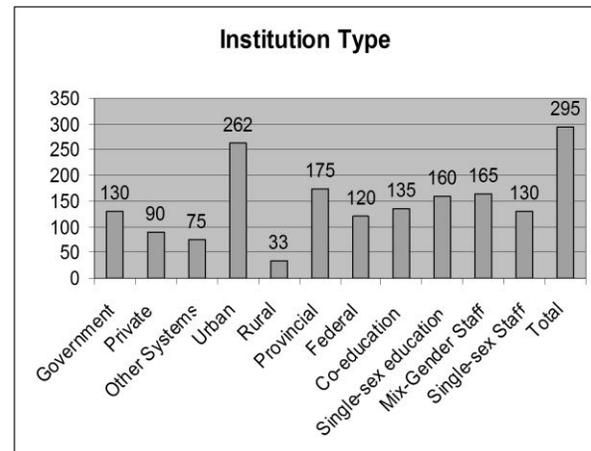


Figure 2. Representation of respondents from different types of institutions

This selection ensured the true representation of the population.

### Survey Questionnaire and Measurement Scales

The questionnaire used for gathering the data for this investigation comprised three sections: a) demographic information, b) effective socialization scale, and c) professional learning scale. The questionnaire used a Likert scale format offering five choices for each question or statement. The questions were created, derived, and adapted from valid sources to measure the concepts under study in quantitative form. The measurement scale for effective socialization (ES) comprised 15 items, which collectively constructed the composite ES as criterion variable and likewise the measurement scale for professional learning (PL) comprised 15 items which collectively constructed the composite PL as predicting variable. Participants' responses reflected the degree of their satisfaction level with their effective socialization process and the role of professional learning opportunities. As the scales were designed in reverse numerical order, so the lower their mean rated, the higher was the level of satisfaction with effective socialization and professional learning opportunities and vice versa.

Validity, although to a large extent, may be very subjective, is a very important issue for any investigation. For the questionnaire in this study, the questions were based upon concepts and scales of teacher socialization in professional and organizational contexts, usually used for the similar studies. They were adapted according to the local context. Subject and research experts were consulted to evaluate and suggest changes for questionnaire improvement. Similarly, for a reliability check, a pilot study was conducted with 30 targeted participants and then the

most effective method of estimating reliability, Cronbach's alpha, was used which indicated .85 for ES and .79 for PL composite variables. The beginning English teachers from 55 different colleges were approached and of the 430 questionnaires 319 were returned from which 24 were rejected due to errors. Out of finally selected 295 questionnaires, one hundred and forty five were male teachers and 150 female teachers. Two hundred and ninety five questionnaires were used for analysis and to provide study results. The overall response rate of 74% was encouraging.

## Results

### Description

The frequency of constituent items of effective socialization (ES) is shown in Table 1. The valid question or statement is shown in the column of *Domain/Item*. *Frequency* presents the total number of the responses for the given choices. Similarly, the percentage of the responses for a certain response is represented by the *Percent* column. Finally, the percentage of subjects in a category plus the category listed above is shown as *Cumulative percent*.

Table 1

### Description of Data on Effective Socialization (ES) Scale

Domain/ Item	Strongly agree/ Very Pleasing (Freq. Percent, Cum. Percent)	Agree/ Pleasing (Freq. Percent, Cum. Percent)	Neutral (Freq. Percent, Cum. Percent)	Disagree/ Small Problem (Freq. Percent, Cum. Percent)	Strongly disagree/ Great Problem (Freq. Percent, Cum. Percent)
<b>Clear objectives</b>	79	170	38	8	0
You understand well what your organization's objectives are.	26.8	84.4	12.9	2.7	0
	26.8	57.6	97.3	100.0	100.0
<b>Resource management</b>	63	136	59	32	5
You have good resources to successfully complete your job responsibilities.	21.4	46.1	20.0	10.8	1.7
	21.4	67.5	87.5	98.3	100.0
<b>Authorities care</b>	73	119	67	33	3
Authorities (e.g., principal, Head, Administrator) care about you as a person.	24.7	40.3	22.7	11.2	1.0
	24.7	65.1	87.8	99.0	100.0
<b>Belongingness</b>	42	161	81	11	0
Your colleagues and seniors listen to your opinion.	14.2	54.6	27.5	3.7	0
	14.2	68.8	96.3	100.0	100.0
<b>Growth</b>	63	137	58	26	11
You have the opportunity to learn and grow in this job.	21.4	46.4	19.7	8.8	3.7
	21.4	67.8	87.5	96.3	100.0
<b>Job stress</b>	23	106	88	61	17
Your workload, in general.	7.8	35.9	29.8	20.7	5.8
	7.8	43.7	73.6	94.2	100.0
<b>Role clarity &amp; adjustment</b>	100	144	37	11	3
The types of duties assigned to you (e.g., Teaching).	33.9	48.8	12.5	3.7	1.0
	33.9	82.7	95.3	99.0	100.0
<b>Internal commitment</b>	21	229	27	11	7
Extra or Co-curricular duties (e.g., arranging debates)	7.1	77.6	9.2	3.7	2.4
	7.1	84.7	93.9	97.6	100.0
<b>Conducive working conditions</b>	36	92	87	63	17
Your working conditions, in general (class size, classroom conditions, duties load etc.)	12.2	31.2	29.5	21.4	5.8
	12.2	43.4	72.9	94.2	100.0
<b>Adaptation</b>	30	100	117	34	14
Participation in new roles other than teaching (e.g., organization,	10.2	33.9	39.7	11.5	4.7

management, monitoring )	10.2	44.1	83.7	95.3	100.0
<b>Confidence</b>	55	168	38	33	1
You feel your classroom control/ management in general.	18.6	56.9	12.9	11.2	.3
	18.6	75.6	88.5	99.7	100.0
<b>Sociability</b>	48	141	85	20	1
You are in good relationship with your principal.	16.3	47.8	28.8	6.8	.3
	16.3	64.1	92.9	99.7	100.0
<b>Sense of Achievement</b>	66	144	75	10	0
You feel yourself a successful teacher.	22.4	48.8	25.4	3.4	0
	22.4	71.2	96.6	100.0	100.0
<b>Cultural adjustment</b>	47	168	74	3	3
You feel yourself adjusted in the culture of your institution, in general.	15.9	56.9	25.1	1.0	1.0
	15.9	72.9	98.0	99.0	100.0
<b>Job satisfaction</b>	45	171	63	16	0
Overall, you are satisfied with your job.	15.3	58.0	21.4	5.4	0
	15.3	73.2	94.6	100.0	100.0

Table 2 shows that the variables added to make composite variable of effective socialization (ES) were normally distributed to a great extent; that is, the

skewness values remained between -1 and 1 and hence they could be used for further regression analysis.

Table 2

*Description of Data: Analysis for Variable of Effective Socialization (ES)*

N	Valid	295	Clear objectives	Resource Management	Authorities care	Belongingness	Growth	Job stress	Role clarity & adjustment	Internal Commitment	Conducive working condition	Adaptation	Confidence	Sociability	Sense of Achievement	Cultural adjustment	Job satisfaction
Mean			1.92	2.25	2.23	2.21	2.27	2.81	1.89	2.26	2.67	2.77	2.18	2.27	2.10	2.14	2.17
Median			2.00	2.00	2.00	2.00	2.00	3.00	2.00	2.26	3.00	3.00	2.00	2.00	2.00	2.00	2.00
Mode			2	2	2	2	2	2	2	2	3	2	2	2	2	2	2
Std. Deviation			.707	.969	.981	.725	1.014	1.037	.834	.695	.971	1.094	.874	.825	.778	.724	.746
Percentiles	25		1.00	2.00	2.00	2.00	2.00	2.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
	50		2.00	2.00	2.00	2.00	2.00	3.00	2.00	2.26	2.00	2.00	2.00	2.00	2.00	3.00	3.00
	75		2.00	3.00	3.00	3.00	3.00	4.00	2.00	2.26	2.00	3.00	3.00	3.00	3.00	3.00	4.00

The frequency of constituent items of professional learning (PL) is shown in Table 3. The valid question or statement is shown in the column of *Domain/Item*. *Frequency* presents the total number of the responses for the given choices. Similarly, the

percentage of the responses for a certain response is represented by the *Percent* column. Finally, the percentage of subjects in a category plus the category listed above is shown as *Cumulative percent*.

Table 3  
Description of data on professional learning (PL) scale

Domain/ Item	Great impact (Frequency, Percent, Cum. Percent)	Small impact (Frequency, Percent, – Cum. Percent)	No impact* (Frequency, Percent, – Cum. Percent)
(Teacher's participation and learning)			
<b>Course</b>	83	119	93
Courses/ workshops (e.g., on subject matter or method and/ or other education related topic).	28.1	40.3	31.5
	28.1	68.5	100.0
<b>Conference</b>	91	70	134
Education conferences or seminars (where teachers and/ or researchers present their research and discuss ESL problems).	30.8	23.7	45.4
	30.8	54.6	100.0
<b>Qualification Program</b>	75	60	160
Qualification program (e.g., a degree program).	25.4	20.3	54.2
	25.4	45.8	100.0
<b>Distance learning</b>	27	35	233
Distance or online learning program/ course/ certificate.	9.2	11.9	79.0
	9.2	21.0	100.0
<b>Skill Developing Program</b>	87	95	113
Course/ workshop/ certificate on skill development which contribute to teaching profession (e.g., computer skill, management skill).	29.5	32.2	38.3
	29.5	61.7	100.0
<b>Teacher Association Network</b>	85	34	176
Participation in a network of teachers formed specifically for the professional development of English teachers.	28.8	11.5	59.7
	28.8	40.3	100.0
<b>Classroom research</b>	109	96	90
Classroom research on a topic of interest to you professionally.	36.9	32.5	30.5
	36.9	69.5	100.0
<b>Mentoring</b>	72	100	123
Mentoring and coaching, as part of a formal college arrangement.	24.4	33.9	41.7
	24.4	58.3	100.0
<b>Professional literature</b>	140	73	82
Reading professional literature (e.g., ELT journals, research papers, thesis papers).	47.5	24.7	27.8
	47.5	72.2	100.0
<b>Informal dialog with colleagues</b>	164	92	39
Engaging in informal dialogue with your colleague on how to improve your teaching.	55.6	31.2	13.2
	55.6	86.8	100.0
<b>New strategies</b>	151	100	44
Trying out new strategies in the classroom which you have devised.	51.2	33.9	14.9
	51.2	85.1	100.0
<b>Observing colleagues</b>	96	106	93
Observing your colleagues teaching.	32.5	35.9	31.5
	32.5	68.5	100.0
<b>Master degree</b>	163	85	47
Your essential qualification (Master's degree).	55.3	28.8	15.9
	55.3	84.1	100.0
<b>Observation of student life teachers</b>	163	94	38
The teaching styles of your teachers you observed when you were student.	55.3	31.9	12.9
	55.3	87.1	100.0
<b>Training before job</b>	89	58	148
Any course/ training/ diploma/ degree of teacher's education you got before joining teaching profession.	30.2	19.7	50.2
	30.2	49.8	100.0

\* No opportunity of a learning program is also considered as *no impact*.

Table 4 shows that the variables added to make composite variable of professional learning (PL) were normally distributed to a great extent; that is, the

skewness values remained between -1 and 1 and hence they could be used for further regression analysis.

Table 4  
Description of Data: Analysis for Variable of Professional Learning (PL)

N	Valid	295	Course	Conference	Qualification Program	Distance learning	Skill Developing Program	Teacher Association Network	Classroom research	Mentoring	Professional literature	Informal dialog with colleagues	New strategies	Observing colleagues	Master degree	Observation of student life teachers	Training before job
Mean	2.03	2.15	2.29	2.70	2.09	2.31	1.94	2.17	1.80	1.58	1.64	1.99	1.61	1.58	2.20		
Median	2.00	2.00	3.00	3.00	2.00	3.00	2.00	2.00	2.00	1.00	1.00	2.00	1.00	1.00	3.00		
Mode	2	3	3	3	3	3	1	3	1	1	1	2	1	1	3		
Std. Deviation	.773	.863	.846	.629	.820	.890	.820	.796	.846	.714	.729	.802	.748	.710	.875		
Percentiles	25	1.00	1.00	3.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00		
	50	2.00	2.00	3.00	2.00	3.00	2.00	2.00	1.00	1.00	2.00	1.00	1.00	3.00	3.00		
	75	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.00	2.00	3.00	2.00	2.00	3.00	3.00		

effect of PL, as predictor variable on ES, as criterion variable.

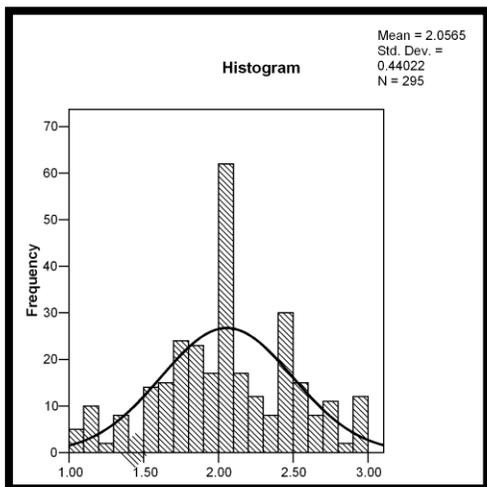


Figure 3. Histogram showing descriptive statistics for composite variable of professional learning (PL)

**Test of H0**

The null hypothesis was tested through applying linear regression analysis, to determine the

The correlation coefficient is .25 ( $R^2 = .06$ ) (refer to Table 5) whereas the adjusted  $R^2$  is .06. It means that 6% of the variance in ES can be predicted from PL.

Table 5  
Model Summary of Correlations

R	R Square	Adjusted R Square	Std. Error of the Estimate
.251(a)	.063	.060	.33210

a Predictors: (Constant), Composite PL  
b. Criterion Variable: Composite ES

The overall model is significant as  $p < .001$  and  $F = 19.77$  (refer to Table 6). This indicates that PL significantly predicts the ES.

Table 6  
Overall Statistical Significance

	Sum of Squares	Mean Square	F	Sig.
Regression	2.180	2.180	19.768	.000
Residual	32.316	.110		
Total	34.496			

a Predictors: (Constant), Composite PL  
b. Criterion Variable: Composite ES

The standardized beta coefficient is shown in Table 7. It also indicates that PL significantly contributes to ES as  $p < .001$  and  $\beta = .25$ .

Table 7  
Correlations: Beta Coefficient

	Standardized Coefficients	T	Sig.
	Beta		
(Constant)		21.176	.000
PL	.251	4.446	.000

a Predictors: (Constant), Composite PL  
b. Criterion Variable: Composite ES

## Discussion

First, the results showed a significant correlation between effective socialization and professional learning programs (refer to Table 7). Overall model was significant,  $p < .001$  (refer to Table 6). Further, the results showed that 6% of variance in ES could be predicted from PL (refer to Table 5). Second, the results indicated a positive relationship between both the composite variables: the movement of both variables in same direction, either positive or negative. Third, a small effect size was calculated, with adjusted  $R^2$  of .06 (refer to Table 5).

### Concerns of Professional Learning in Effective Socialization

The results point to a significant relationship between professional learning programs and effective socialization process of beginning English teachers in Pakistan. However, from the comprehensive analysis of results, professional learning is found to be a problematic issue. The results indicate a very small effect size of professional learning on the effective socialization (refer to Table 3). The findings suggest that the institutions need to pay attention towards the effectiveness of professional learning programs as their success has strong impact of teacher's classroom performance. The studies have shown that successful professional learning affect teacher's beliefs positively and the professional beliefs are structured through a

dialectic process (Wood & Yackel, 1990). This study has identified some challenging areas with reference to professional learning of beginning English teachers.

### Absence of formal mentoring system

The results reveal that a great number of beginning English teachers felt no impact of mentoring and coaching. No formal system existed and where it did occur it was informal and often based upon the personal interests of the Heads of the English Department. The cumulative percentage for *small impact* was only 58.3%, which showed that 41.7% had no impact (refer to Table 3). These results suggest that counseling of beginning teachers is a weak area in professional learning programs offered in Pakistani colleges. However, it is evident from the international literature that senior colleagues and the heads can play a very effective role in mentoring the beginning teachers and thus increase the scope of their professional learning. For instance, Malderez and Bodoczky (1999) have identified that senior colleagues in their formal role of mentors can contribute many informal inputs with the personalized adaption, consistent with the individual circumstances of their junior teachers or the beginners. It can be concluded that in Pakistani colleges more attention is required towards establishing a facilitating professional relationship between the beginning teachers and their senior colleagues, particularly of the same class. This can occur by initiating various motivational socialization programs, both at formal and informal levels, ranging from lesson planning and lesson study to tea parties, cafeteria meetings and family visits at home, etc. (Tahir & Qadir, 2012b).

### No trend for pre-service training

Similarly, the results also reveal that a great number of beginning English teachers find no opportunity and feel no impact of pre-service training. The cumulative percentage for *small impact* was only 49.8%, which showed that more than 50.2% had no impact (Table 3). Pre-service training is a vital component for effective entry of beginning teachers in the profession. In Pakistan, English teachers are not often required to take a formal training prior to opting for a teaching job. Prospective English teachers should be required to engage in pre-service training programs with the main focus being on practicum in a school or college setting (elementary, secondary or higher secondary). The pre-service teachers, in this practicum, need environment to develop their skills through lesson planning, teaching lessons and class management. Such pre-service training programs are very significant for those English teachers planning to join new organizations, to have practical experiences so that theory can be applied to practice (Brown, 2012).

### ***Ineffective role of academic conferences/seminars***

Further, the results show that the academic conferences and seminars have no or weak impact on teachers' professional development. The cumulative percentage for *small impact* was only 54.6%, which showed that more than 45.4% of beginning English teachers had no impact (refer to Table 3). However, participation in academic conferences and seminars keep the teachers informed of the current trends and developments in their subject. Such programs provide teachers an opportunity to evaluate and discuss what they have learnt over an extended period and what they are practicing in their classrooms. This awareness also works well in motivating beginning teachers by sharing ideas with senior teachers and adapting themselves accordingly. In this context, a recent phenomenon of web-based participation in online conferences and seminars can provide a very cost-effective learning opportunity. According to Harwell (2003), such online programs being asynchronous and manageable from any web-connected computer, provide a level of convenience and ease to the participants that usually traditional professional learning programs do not.

### ***Lack of interest in continuing professional development programs***

In the same way, the results show that most of the beginning teachers have no opportunity or do not feel the need to improve their qualification, and so the qualification improving program have no or very less contribution in their professional development. The cumulative percentage for *small impact* was only 45.8%, which showed that more than 54.2% had *no impact*. The similar were the results with regard to participation in distance and online learning programs. The cumulative percentage for *small impact* was only 21%, which showed that more than 79% had no impact (refer to Table 3). The beginning English teachers are in need of continuing professional learning through open and distance learning programs. Perraton (2010) states that such program for continuing professional learning should be used for upgrading teachers, supporting curriculum development and for individual teacher's career growth. Within Pakistan, many good institutes (e.g., AIOU & VU) are offering various distance and online programs for teachers continuing professional development; the beginning teachers may be motivated to participate in such programs.

### ***Lack of trend for participating in ESL teacher association network***

The study results also indicate that teacher association networks are not contributing much to the professional learning of the beginning teachers. The beginning English teachers receive very less after participating in the professional learning programs organized by these associations time to time. The cumulative percentage for *small impact* was only

40.3%, which showed that more than 59.7% had no impact (refer to Table 3). The English teacher of today is part of a very vast global ELT/ESL community. In the modern industrialized global world, the English teacher is given a new important role; that is to cultivate the market skills in the learners to meet the needs of multi-national organizations (Tahir, 2010). In the present world, the people are working in multi-cultural settings where English is playing its role as a global lingua franca (Thill & Bovee, 2005). Many ELT associations worldwide (e.g., IATEFL, TESOL, BRITISH COUNCIL, CAMBRIDGE ESOL, SPELT, ELTAI, BELTA, SLELTA, and NELTA) represent the everyday expanding global community of English language teachers. The beginning English teachers need to be informed of the significance of associating themselves with these worldwide ELT/ESL communities.

### **Introducing Cost-effective Professional Development Model/s**

Based upon the findings of the study, the researchers believe that some cost-effective professional development models should be introduced for effective professional learning of beginning English teachers in Pakistani institutions. The cost-effective professional learning models should be productive, fruitful, and economically affordable. In other case, they would prove to be a mere replication of existing non-productive training workshops and refresher courses. The attention should be paid towards: first, the introduction of formal and informal mentoring programs, second, the present classroom learning and teaching practices to be made in line with the emerging ESL trends, and third, a strong relationship with senior colleagues in the form of formal and informal learning and guidance. These considerations may be worked out in conformity with the professional development model discussed by Calderhead and Shorrock (1997) who relate the professional learning practices with teachers' socialization into teaching culture and thus affecting teachers' self-perceptions. From a detailed list of professional learning models as discussed by Villegas-Reimers (2003), some cost-effective models can be used in Pakistani institutions (refer to Figure.1). Studies of their feasibility and effective implementation need to be undertaken prior to this, however.

### **Conclusion**

This study on the role of professional learning and its unaddressed concerns has direct implications for effective teacher socialization. Moreover, it is also directly linked with many other significant organizational variables such as teachers' job satisfaction, teachers' turnover, formal and informal mentoring, work performance, task mastery of classroom management and organizational culture. Having better awareness of their concerns and issues of professional learning, the beginning English teachers

may have a better control and understanding of their overall success in effective socialization process.

In general, it is evident that beginning English teachers need much more to do for their professional development and effective socialization in teaching profession. Their professional learning program must focus on the practical orientation and real classroom practices. The practical experiences and apprenticeship model of preparation are the main ingredients of this orientation. Further, the beginning teachers need to evaluate their personal orientation which is related with the strength and improvement in their self-perception as competent and professional teachers. Similarly, professional development models, discussed above with special reference to Villegas-Reimers (2003), have been proved very effective for teachers' professional learning. In Pakistani colleges, there is a need to establish a mentoring and coaching system; the mentors could help beginning teachers in different ways including: guiding for real-life classroom teaching mastery and lively relationship with pupils, providing or supporting professional learning opportunities, collaborating in establishing good rapport with senior colleagues, and reinforcing active enculturation into organizational culture.

The findings of this study will help the future researchers investigate the socialization and professional challenges of ESL community more effectively. Finally, these findings will hopefully influence the policy makers and project developers to consider the professional learning concerns of ESL teachers, particularly in the context of current reformative endeavors in Pakistan

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